

U.B.E.A.

Business Education

Forum

MAY, 1950

VOL. IV, NO. 8

UNITED BUSINESS EDUCATION ASSOCIATION

In This Issue

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Contents

EDITORIAL:

| | |
|--|----|
| Editorial Statement— <i>Erwin M. Keithley</i> | 7 |
| Do We Need Closer Cooperation with Business?— <i>Arthur S. Patrick</i> | 24 |

THE FORUM:

| | |
|--|----|
| Businessmen Cooperate with Business Education— <i>Theodore Yerian</i> | 9 |
| How Student Organizations Can Contribute to Standards in Business Education— <i>Hamden L. Forkner</i> | 12 |
| How the Business Teacher Can Develop Better School, Business, and Community Relationships— <i>Clyde I. Blanchard</i> | 14 |
| Placement Services Can Help Determine Standards— <i>Phillip B. Ashworth</i> | 17 |
| Criteria for Selecting Equipment— <i>John E. Whitercraft</i> | 20 |
| The Value of Professional Relations— <i>H. A. Wichert</i> | 23 |

UNITED SERVICES:

| | |
|--|----|
| Advisory Criteria for Selecting Pupils for Shorthand— <i>Ralph P. Gallagher</i> | 25 |
| Timed Writings Simplified— <i>Sister Mary Anton</i> | 26 |
| Objectives in Secondary School Bookkeeping Courses— <i>Ernest A. Zelliot</i> | 27 |
| How One School District Solved a Three Million Dollar Office Occupations Question— <i>R. L. Higginbotham</i> | 29 |
| Using Community Resources in the Secretarial Practice Class— <i>Eleanor Tubbs</i> | 31 |
| Their Money's Worth in Basic Business Education— <i>James W. Lloyd</i> | 32 |
| Forum Salesmanship Savings Bank— <i>Willard M. Thompson</i> | 34 |
| How Can We Effectively Develop Personal Traits for Employability— <i>Margaret E. Flounoy</i> | 35 |
| Book Reviews— <i>Hyla Snider</i> | 37 |

UBEA IN ACTION:

| | |
|---|----|
| Headquarters Notes— <i>Hollis Guy</i> | 5 |
| Know Your Representative Assembly..... | 43 |
| Divisions..... | 44 |

AFFILIATED AND COOPERATING ASSOCIATIONS:

| | |
|--|----|
| Third Annual Meeting of Representative Assembly..... | 45 |
| Southern Business Education Association..... | 46 |

FBLA FORUM:

| | |
|--|----|
| California State Convention..... | 47 |
| Noblesville Makes Occupational Survey..... | 47 |
| New Collegiate Chapter at Salem..... | 47 |
| Illinois State Convention..... | 48 |
| Naperville Chapter Publishes State FBLA Paper..... | 48 |
| Ashland Chapter Publishes School Newspaper..... | 48 |

INDEX — VOLUME IV:

| | |
|--|----|
| Contributors and Subject Index (October 1949-May 1950)— <i>Viola DuFrain</i> | 49 |
|--|----|



The United Business Education Association is the amalgamation of the Department of Business Education of the National Education Association and the National Council for Business Education. The Department of Business Education was founded July 12, 1892 and the National Council in 1933. The merger of the two organizations took place in Buffalo, New York, on July 1, 1946.

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UBEA

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Headquarters Notes May, 1950

Dear Business Teacher:

This is the last issue in Volume IV of your BUSINESS EDUCATION (UBEA) FORUM. The editors are already at work on Volume V which will begin with the Shorthand number in October. If your address for the school year 1950-51 will be different from the one to which this issue was mailed, please inform us concerning the change before September 1. It is advisable to give the old address as well as the new one. Our mailing file is arranged alphabetically by states and post offices. This is where your membership data is recorded.

Have you read the fifth in the series of articles on business education which UBEA is sponsoring in the NEA JOURNAL? The April issue of the JOURNAL carried a splendid article by Elvin S. Eyster on "Business Education and Guidance." The third article in the series, "Business Education for All" by Vernal H. Carmichael was condensed for the March issue of EDUCATION DIGEST. The JOURNAL Staff has invited UBEA to continue the business education series by contributing three articles for publication in 1950-51.

Congratulations to Mrs. Virginia D. O'Neill of the Metropolitan School of Business for winning a UBEA professional membership in the contest conducted to find a name for the new publication devoted to business education in the junior colleges of the Los Angeles area. JAY CEE BE COLLATOR is the title submitted by Mrs. O'Neill. Jack Brown of Harbor College received a regular membership for the subtitle "Junior College Business Education News and Trends."

* * * * *

Ballots were dispatched on April 28 to UBEA regular and professional members. One representative is to be elected by members in each UBEA district. It is hoped that all members of the Association who are eligible for voting will participate in the election. Ballots should be postmarked not later than midnight, May 31, 1950. The Tabulating Committee will meet early in June to count the ballots.

* * * * *

Summertime is also conference time for business educators. Information concerning the following conferences is available at headquarters:

June 5-7: Annual International Business Education Conference sponsored by the University of North Dakota, Grand Forks.

June 8-9: Third Annual Business Education Conference sponsored jointly by North Texas State College and Texas College for Women, Denton.

June 8-9: Annual Business Teachers Clinic sponsored by the School of Business Administration, University of South Dakota, Vermillion.

June 16: Business Education Conference sponsored by Oklahoma A & M College, Stillwater, Oklahoma.

June 16-17: Second Annual Southwest Conference sponsored by the Department of Business Administration, Highlands University, Las Vegas, New Mexico.

June 19-21: Transcription Clinic sponsored by the University of Pittsburgh, Pittsburgh, Pennsylvania.

July 11: Business Education Conference sponsored by Madison College, Harrisonburg, Virginia.

July 13-14: Business Education Conference sponsored by Ohio State University, Columbus, Ohio.

HEADQUARTERS NOTES

July 14-15: Business Education Conference sponsored by University of Kentucky, Lexington.

July 24-26: Business Education Conference Sponsored by the University of Wisconsin, Madison.

July 24-Aug. 5: Annual International Conference on Business Education sponsored by the International Society for Business Education, Copenhagen, Denmark.

July 26: Eleventh Annual Summer Session Business Education Conference sponsored by New York University, Hotel Brevoort, New York City.

Aug. 3-4: Conference on the Teaching of Electric Typewriting sponsored by Teachers College, Columbia University, New York City.

Philip Wardner, president of the NEA Department of Classroom Teachers has announced the Seventh Annual National Conference which will be held at Lindwood College, St. Charles, Missouri. For those who wish credit, two semester hours may be earned at either the graduate or undergraduate level. "Unity and Diversity—The Design for Our Profession" will be the theme for the conference which opens July 10.

UBEA has again been invited to send representatives to the Annual Conference on Standards for Teacher Education Institutions which is sponsored by the NEA National Commission on Teacher Education and Professional Standards. The conference will be held at Indiana University, Bloomington, July 27-30.

* * * * *

Educators are awakening to the needs of professionalization. There is ample evidence to show that the growth of the teaching profession is in direct relation to the growth of the professional associations. The National Education Association has already exceeded by approximately twenty thousand the number of members enrolled at the end of last year. Many state associations are also ahead of previous membership records. It is estimated that approximately one half of the business teachers employed in public school systems are members of NEA.

* * * * *

We salute L. M. Collins and the business education majors at North Texas State College who now have one hundred per cent enrollment in the UBEA Student Classroom Service. More than sixty colleges and universities are participating in this UBEA activity which is directed by a UBEA National Council member, Russell J. Hosler, University of Wisconsin.

* * * * *

FORUM readers and businessmen will welcome this number of the FORUM which features "Office Standards and Cooperation with Business." Issue Editor Keithley has assembled six feature articles prepared by persons who need no introduction to business teachers. As a special service to the new readers of our publication, we can supply the May 1947, 1948 and 1949 issues devoted to the same theme if the order is placed immediately (while surplus copies are available). The cost of the three back issues is one dollar.

* * * * *

All of us in business education can make specific contributions to the success of UBEA during the summer months. Many of us will have contacts with educators in summer sessions, conferences, and in tour groups where we can serve significantly by bringing to the attention of business teachers wherever we go the purposes and program of UBEA and urge affiliation with it. We can disseminate information among our colleagues and professional friends at home through personal visits or notes. We can write President Fries or other officers of the Association our plans for promoting better business education on all levels—local, state, and national. Try boosting UBEA, you too will enjoy it!

The editors, members of headquarter's staff, and officers of your Association join me in wishing for you a pleasant summer at home or abroad.

Hollis Guy, Executive Secretary



Business Education *Forum* Editorial Statement

Every year one million boys and girls drop out of high school before graduation. Do they quit because they cannot do the work, or are they bored and badly adjusted because the schools fail to provide a variety of opportunities and standards which will meet the needs of each learner? Are the pupils to blame, or does the fault lie with teachers and school administrators? Are schools training for jobs which do not exist, or are they emphasizing college preparation when most pupils will never seek college training?

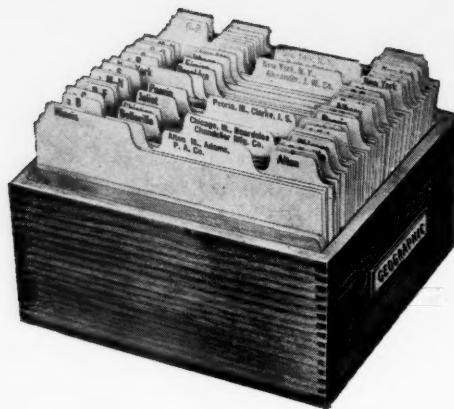
What happens to these young people who leave school before completing the twelfth grade? What have been their goals and what satisfactions have they realized from either school or jobs? Can we, as business educators, assume that they left because of factors entirely beyond our control? Are our standards realistic, practical, and reasonable; or will these boys and girls come back to us and say, "We had to make a choice between meeting standards which were not possible of achievement and going to work in a job market for which we were not prepared"?

These are problems which challenge all of us in education. What are we doing to meet them? Some schools are striking at the problems through studies aimed at bringing out the facts. For example, in a follow-up study of graduates of June, 1946, from five representative high schools in Los Angeles, it was found that with the exception of majors in business subjects there was little relationship between majors, goals, and jobs. This, in part at least, may account for the fact that forty per cent of the students who enter the ninth grade in Los Angeles drop out before completing the twelfth grade. Of course, there is little reason for other areas to feel smug about these figures from Los Angeles, as nearly sixty per cent of the high school pupils in the nation drop out from the ninth to the twelfth grade. They found, too, in Los Angeles that nearly sixty per cent of the pupils in high school are preparing for positions which will offer opportunities for only twenty per cent of them. Commissioner Francis T. Spaulding, New York State Department of Education described these "basics" in a recent article: "Not merely had they mastered no marketable vocational skills; they had had no opportunity to discover the kinds of work at which they were most likely to be successful; they did not know where or how to look for jobs; they had no clear idea of how to get ahead in the jobs they eventually took."

While the record of business education may be better than that of many other departments, we cannot accept the challenge less seriously. We "cannot simply discard those who do not measure up to standards." We must work with students, with other teachers, with administrators, and with the men and women of the business community. We must work with these groups in ways which are pointed out by the contributors to the feature section of this issue of the *FORUM*. The contributors have added valuable information to the theme, "Aids to the Teacher in Developing Standards and Cooperation With Business." They have given *FORUM* readers concrete suggestions on how to adjust the pattern of business education to meet the life needs of all pupils.

ERWIN M. KEITHLEY, *Issue Editor.*

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THE Forum

Businessmen Cooperate with Business Education

The alert and interested business teacher can obtain some sort of cooperation from the business people in his community if he desires it.

By THEODORE YERIAN
Head, Department of Secretarial Science
Oregon State College
Corvallis, Oregon

Businessmen are easy to approach and are, in most cases, ready and willing to be of assistance to the business education program. Let's quit bemoaning the fact that school and business are so far apart and do something about it.

Business education, especially, has an opportunity for ready access to the very business heart of the community. Personal experience of the writer has proved that businessmen take pride in assisting an educational program that has as part of its make-up the training of workers for their use. They see a tangible and economic return to business in general; and, consequently, feel an ownership type of loyalty that probably no other school department can enjoy. It is true that this type of feeling and support does not blossom into being without proper cultivation.

Just what are some of the ways in which businessmen will cooperate with business education? Following are a few of the "tried and found effective" activities growing out of the cooperation of businessmen with business education:

Businessmen's Advisory Committee for Community Surveys

A very fine way to obtain the interest and assistance of businessmen is to ask several of them to serve as an advisory committee when a community survey is to be conducted. They should be contacted when the survey planning is in its early stages of development. The official business representatives of the community, Chamber of Commerce, City Council, City Manager, and other officials, should be consulted before the survey is launched. In almost every instance, permission will be given and assistance volunteered.

It is important that those sponsoring the survey have a well-outlined plan to present in order to impress the businessmen with the purpose and importance of the

activity. The businessmen who serve on the advisory committee can be appointed by one of the city business organizations, or better still, selected by the business teachers.

There need be little fear that the committee of businessmen will dominate the work under consideration. If they have confidence in those representing the school, there will be a genuine willingness to assist in gaining cooperation from the community. A committee of about five members should be sufficient.

Businessmen as Advisors to Business Education Clubs

One type of contact which can be advantageous but often neglected, is that of the businessman advisor. He serves the club either as a co-advisor with the business teacher or in an ex-officio capacity. The mere fact that a businessman accepts such a responsibility will go far in strengthening the work of the club and lending to its community projects a greater sense of reality. The Future Business Leaders of America organization urges chapters to include businessmen and women, either as co-sponsors or as members of the chapter advisory committee. With few exceptions the FBLA chapters report outstanding success with this plan of cooperation with lay groups. The businessman can be of service in many ways, such as by attending meetings, serving as a downtown business contact, assisting in community and job specification surveys and other chapter projects, and by presenting awards to outstanding business students.

Field Trips to Business Concerns

Here are a few suggestions for helping to achieve the maximum benefits from field trips:

1. Obtain the permission and cooperation of your administrator.

"There need be little fear that the committee of businessmen will dominate the work under consideration."

2. Be sure that information to be derived from the field trip is pertinent to the training of the group.
3. Outline complete plans for the visit.
4. Orient both students and the business firm with the purposes and details of the trip. Recommending intelligent questions for the students to ask is often desirable.
5. Follow the trip with an early discussion while thoughts are still fresh in the minds of the students. Ask for student criticism. A panel discussion is often a practical and interesting way to handle the matter.
6. Send words of appreciation to the place visited soon after returning. Recommend that the school administrator do the same thing.
7. Prepare a written review of the field trip to serve as a permanent record. Be sure to include recommendations for ways to improve the effectiveness of the next visit to the same business establishment.
8. Be sure publicity is provided in both the city and school papers.

Businessmen as Speakers

Every community will have one or more persons who are capable of speaking effectively before your business education classes, FBLA Chapter, or business club. Experience has proved that most business people are complimented when asked to speak and do so rather readily. Here are a few practical suggestions for handling this type of business contact:

1. Invite only businessmen whom you know have proved their speaking ability.
2. If there are service clubs in the community, determine whether they have an education or speakers' committee from which you can get speakers.
3. Before contacting a speaker, think through thoroughly the kind of topic you want him to discuss.
4. Brief the speaker well in order that he will understand your course objectives. Many otherwise well-given talks have been unsuccessful because they were not in tune with the course theme.
5. Don't forget to prepare the students as well as the speaker. Do not take the "steam" out of the speaker's talk. Orient the students sufficiently well so that they will understand what specific theme the speaker will cover. If a question period is planned, inform the students in advance to be prepared.
6. It is often desirable to have a member of the class or club introduce the speaker.
7. Indicate in advance of the speaker's visit how the students should show their appreciation—prob-

ably applause and individual student comment following the talk.

8. Send the businessman a letter of appreciation following his visit and ask your administrator to do the same thing. Permit your students to help you phrase the letter.

Businessmen as Counselors and Advisors to Graduates

Business teachers often wish they had some outside assistance in counseling graduating students. In the community there are business people who are willing to spend time with individual students, your FBLA Chapter or other groups, informing them about the work opportunities in the community as well as proper procedures to use when applying for a position.

It is surprising how local businessmen strive to locate and create positions for the students if they accept this counseling responsibility. A few suggestions are in order if this business contact is to produce favorable results:

1. It is usually desirable for the Chamber of Commerce or some such organization to select the people to serve on the counseling committee of businessmen. Make clear what is desired in the way of characteristics in the businessmen who participate.
2. The business teacher should meet with this committee one or more times well in advance of the time they come in direct contact with the students. General interview procedures should be outlined and discussed. Everyone should have a clear understanding of the objectives of such an activity.
3. Orient the students sufficiently well so that they will enter into the program with a positive and business-like attitude.
4. This advisory committee will usually find it advantageous to arrange for definite times for the student contacts. Some of these contacts can be in the form of group lectures, round-table discussions, and individual interviews.
5. As in all other business-school contacts, plenty of publicity should precede the activity and carry on throughout its duration.
6. This activity provides a wonderful means for acquainting the business community with the offerings and needs of the business education department.

Cooperative-Work Programs

Many business communities cooperate with the school in providing part-time employment for students who are majoring in business subjects.

The present distributive occupations program functions much in this manner and is, in some cases, subsidized by the Federal Government. It is not imperative for the school to have governmental assistance, however,

"Businessmen take pride in assisting an educational program."

to be able to set up a cooperative program. Here are a few suggestions that may prove beneficial:

1. The school administrator's complete cooperation is necessary.
2. The business teacher must be enthusiastic about such an undertaking.
3. The teacher should have or obtain information about how to conduct such a program.
4. Businessmen should be given complete information about such a program before being asked to participate. The advantages to them and the service they will be rendering the school are the top factors for consideration.
5. A cooperative work program should be mutually helpful—neither business nor the student should be exploited.
6. Students should be paid what is considered a fair wage for beginning workers in that particular field.
7. If unions exist in the field or fields where it is planned to place students, the former's acceptance of the program should be solicited. If such an acceptance cannot be obtained, it might be well not to inaugurate the program. Businessmen probably would not go contrary to the wishes of the unions if the latter are represented in the community.
8. The success of the program will be no greater than the kind of planning and organization put into it.
9. Sufficient time should be made available for the teacher to visit students on the job.
10. A businessmen's committee should be in existence from the beginning of such a program. The personnel would change from time to time, of course.
11. Thorough discussions and remedial work should take place frequently during the students' work period.
12. Accurate records should be kept at all times.
13. Periodic reports should be made to the school administrator and to the business firms participating.

Business Cooperates in Career Day

A comparative newcomer to the field of counseling is commonly called "Career Day." One or two days are set aside by the school for the purpose of inviting men and women representing different vocations and professions to appear before the students.

M A Y , 1 9 5 0 :

The business education field has a wonderful opportunity to contact several types of businessmen. In schools in which FBLA Chapters are active the Chapter Committees can well be instrumental in securing the fullest cooperation of businessmen. It behooves the business teacher to generate as much interest as possible in the many phases of the business world. This is not something that can be built overnight or alone. It will result from the work of capable and enthusiastic business teachers and a well-informed community.

The following suggestions are offered to teachers who may consider planning a Career Day program:

1. Plan well in advance and get complete cooperation of all persons concerned. Make provisions for full publicity.
2. Encourage thoughtful effort on the part of the students when determining career choices. Strive to have them enter the Career Day period with a positive attitude.
3. Choose career speakers with care—this is most important. Different speakers may be desired from one year to the next in order to avoid "old material" and the exploitation of a few people.
4. Be sure to acquaint the speakers with the background (educational and experience) of the students to whom they speak.
5. Divide the students into groups representing not more than two grades each.
6. Do not try to have the students listen to more than three or four speakers in one day. It is desirable that the students be permitted to ask questions.
7. Arrange with the speakers for individual conferences at a later date if desired by the students.
8. Solicit and keep on file speaker and student recommendations for improvement. Keep a record of commendations as well. A permanent file will be of inestimable value to those who handle the Career Day planning each time.
9. Promptly express appreciation in writing to all who participate in Career Day activities.

In many communities, there is a chapter of the National Office Management Association or other organizations of businessmen. One of the objectives of such organizations is to cooperate with the business training divisions of the schools, secondary and collegiate.

The alert and interested business teacher can obtain some sort of cooperation from the businessmen in his community if he desires it. Much latent cooperative effort and spirit awaits only the initiative of the teacher.

" . . . each learner should be aided to achieve his maximum of productive ability."

How Student Organizations Can Contribute to Standards in Business Education

Students in our classes are the best sources we have for getting information about job specifications.

By HAMDEN L. FORKNER
Professor of Education
Teachers College, Columbia University
New York, New York

Standards in business education are similar to specifications in a manufacturing industry. Unless the production department of a manufacturing business knows the specifications of each item it produces, chaos would result. These specifications must be clear, concise, definite, and in a form that the production department can use in each step of the manufacturing process.

Teachers Need to Know Specifications

The business education department is producing a product that employers will use. Unless the teachers in the department have employment specifications that are clear, concise, definite, and in a form that the teacher can use in his work, then the product is likely to fail when an attempt is made to market it.

Standards in business education are usually stated in such terms as "45 or more words a minute" on the typewriter, or "100 words a minute" in shorthand, or some other equally fictitious standard. Other schools set 65 per cent or some other unreal standard as a passing mark. Boys and girls everywhere are failed in courses if they do not meet some such standards.

Teachers have been content to accept such standards of achievement largely because they either do not know what business requires of the young worker or they do not care. But if the business education department is to perform its function of preparing young people for office and store positions in an effective manner, it will be compelled to take a different point of view with regard to standards than it has in the past.

Teachers are busy people. They have little or no time, in the school day, to go out into business offices and stores and get the necessary information upon which to base their standards. They should not be required to get such information during their vacation periods nor after school. Of course, if city supervisors and state departments of education and the U. S. Office of Education were in a position, or wanted, to render a real service to business teachers, they could accomplish much by

gathering data about standards and making them available to business teachers. But few state departments have undertaken such projects. The same is true of the U. S. Office of Education and city supervisors of business education. They necessarily leave the job then either to professional organizations, such as the Research Division of UBEA, or to the teacher himself. An ideal situation would, of course, be one in which all of the groups would work cooperatively and make the results available to all. This is the goal toward which we must strive.

We cannot ignore, in the meantime, the necessity for standards. There are ways which are productive of good results not only in terms of standards but also in terms of educating the young worker about what will be expected of him when he gets his first job.

Specifications Are Not Uniform

Before discussing these ways, it should be pointed out that there is no single set of standards that can be used for all learners. For example, a manufacturer of belts does not go to one user of belts and find out what he wants and then set out to make belts for all users according to the specifications of the one user. He finds that some belts used in industry require great strength, others must be waterproof, others must withstand great heat, while still others must resist oils. His production process in each case is different. Two belts that look the same may be very different in the way they are used. In other words, the manufacturer of belts does not turn out belts, all with the same specifications. Neither should the shorthand teacher, the typewriting teacher, the bookkeeping teacher, nor the sales teacher establish a single set of specifications for all learners. This, of course, means that the teacher must have different standards for each learner because all jobs do not require the same levels of ability.

The chief difference between the school and the manufacturer is, of course, that each learner should be aided to achieve his maximum of productive ability. The school cannot simply discard those who do not measure up to

" . . . there is no single set of standards that can be used for all learners."

standards. If that maximum is not up to the average of others in this group, he should not be classified as a failure but rather as a success in meeting standards where his abilities can be used.

An illustration will serve to show the importance of setting our standards in terms of the abilities of the learner. I once had a young woman come to the school of which I was principal who wanted to become a typist and calculating machine operator. She was a deaf mute. She was enrolled in typewriting and machine calculation. She was trained to be an expert statistical typist and machine operator. Her full time in school was devoted to these two activities. Should she be classed as a failure because she could not take the other subjects in the curriculum? Should she be failed because she had to have all instructions written out rather than given orally as to the other students? Should she be failed because she took three or four times as long as the average? I think we would all agree that here was a case in which special consideration had to be given to the kinds of abilities she brought into the classroom.

I maintain that this case is typical of every learner who enrolls in any class. Each learner brings special abilities or special problems to every learning situation. No single set of standards can be applied to all of them. The school is successful only when it takes each learner where he is and helps him to achieve something specific that will aid him to make an occupational adjustment and adjust to the problems of everyday living.

Where then does that leave us? Shall we discard all standards? Shall we discard all tests? Of course the answer is "No." But it does mean that we shall cease failing students who do not measure up to minimums or averages which we have used in the past. We shall continue to use tests as motivation devices and checks on progress. But as the belt manufacturer does, we shall be aware of the fact that all belts do not require the same specifications. It does mean that most of us are going to have to know more about job specifications than we now know.

Sources of Information

The students in our classes are the best source we have for getting the information about job specifications. By using them the teacher can effectively build up specifications for his work that are far superior to fictitious standards which many of us now use. The experience the student gains in gathering the information not only serves as an important incentive to good work but also serves in tying the activities of the teacher to business situations in the community.

Every school should have a business education club. If this club can be a part of the national organization of

business education clubs by becoming a chapter of the Future Business Leaders of America, so much the better. Every one of these clubs should have as one of its activities a study of job specifications in the community. A project of this type is a continuing type of activity. One does not do the job this year and then forget it because the advantages to be gained by having the students themselves engage in the study is worth far more than merely finding out what people do and what standards of production they must meet.

Suppose a school decides that the Future Business Leaders Chapter is going to undertake a study of job standards. What are the first steps in getting the study under way?

First, the club will appoint a job standards committee. Secondly, it will draw up a working schedule showing what it expects to accomplish this year. It must be borne in mind that this is a long-term project and that the information cannot be collected in one year. A suggested working schedule follows:

1. The committee will draw up a list of the places of business in the community that employ beginning office and store workers. A community with only one high school will attack this problem on a community-wide basis. A city having more than one high school will organize a coordinating committee of Future Business Leaders of each high school so that they will avoid duplication.

2. The committee will make a list of all former graduates, both business and others, for the last five years for the purpose of finding out what kind of work each of the former students is now doing. Those who are engaged in store or office work will be listed for future study.

3. Each business class in the high school will be given the names of certain business firms this particular class is to be responsible for contacting.

4. A list of questions will be drawn up by the Future Business Leaders committee which the members of the various classes are to ask businessmen in the community.

5. A committee of businessmen will be appointed to go over the preliminary plans to check them and give advice on ways of getting information from business firms to review the findings.

6. A public relations committee will be set up to publicize, through the local newspapers and businessmen's clubs, what the study is about and how it is to be carried on. This committee will provide speakers from among the students to meet with luncheon clubs and other business groups.

7. Each former student will be assigned to one or more students who are to interview him at his home to get specific information about what he does, how much he does in a given day, the types of work he performs, and what he thinks the school could do

"Every school should have a business education club."

to help others to perform the tasks more effectively.

8. A committee will be appointed to receive reports from the students and to consolidate them into an over-all report.

9. A committee will be appointed to make oral reports to each of the business classes so that the students themselves will get definite information about what various job standards are.

10. The business teachers will organize themselves into a committee to determine what changes they need to make in their teaching and in their course content in order to help these young people meet job specifications.

11. The businessmen's advisory committee will review the plans which the teachers develop.

12. The office practice classes will prepare opportunity pamphlets describing various jobs in the community and the kinds of preparation needed to pre-

pare for them. These pamphlets will be distributed to parents and students.

This looks to be a formidable task, and it would be if any one person tried to do the entire job in one or even two years. The plans should be organized on the assumption that this will be a continuing study, because a new group of beginning employees will be starting on jobs each year, and in order to keep the business department up to date it must have up-to-date information.

An activity of the kind described will serve as an important function for a business education club and at the same time it will bring business education to the attention of businessmen, other departments of the school, and the administration in a way that will result in better guidance, better selection of students, and better equipment and facilities to do a real job of business education.

How the Business Teacher Can Develop Better School, Business, and Community Relationships

Business teachers, with their knowledge of efficient business procedures and especially of personnel management, are qualified to render worthwhile help to their principal and other administrative officers.

By CLYDE I. BLANCHARD
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The Educational Policies Commission of the National Education Association has designated human relationship as one of the four purposes of education, but our efforts have been directed mainly to the achievement of this purpose by our students rather than by ourselves. The reason, of course, is clear—we are educated! And yet, when we grow concerned over the results of surveys that show that 85 per cent of the office employees who lose their jobs do so because of unsatisfactory personal relationships, we might enlarge that concern. We might make it considerably more personal by wondering whether we, too, are handicapped by unsatisfactory or undeveloped personal relationships—with our school, with business, and with our community.

We can be superior teachers of shorthand, typewriting, bookkeeping, and the other business subjects. We can equip our department with the latest business machines. We can adopt the best textbooks and workbooks. We can house our students in the most modern type of build-

ing. We can be rich in these physical assets and yet be gravely handicapped because of undeveloped, inadequate, or otherwise unsatisfactory school or business relationships.

Let us consider, therefore, how we may improve our professional relationships with our school administrators, with the other members of the teaching staff, with our students, and with the business men and women in our community.

Better School Relationships

Our School Administration. Before we consider improving our relationships with our school administration, we must know what our weaknesses are. Discussions among ourselves at conferences and conventions and articles written by the leaders of our profession indicate that major misunderstandings exist among administrators regarding our objectives and the methods of attaining them; the content and placement of business

"... we must know the other teachers better and they must know us better—professionally and socially."

subjects; and the qualifications of business teachers. These misunderstandings must be eliminated in order to make progress in the improvement of our school relationships. And they must be eliminated *by us*.

Most school administrators realize as much as we do that this step must be taken. And real progress is being made, as is evidenced by the publication of the November, 1949, issue of the BULLETIN OF THE NATIONAL ASSOCIATION OF SECONDARY SCHOOL PRINCIPALS. This issue, devoted exclusively to the "Business Education Program in the Secondary School," was prepared by the United Business Education Association under the editorship of Hamden L. Forkner, Teachers College, Columbia University, with the fullest possible cooperation of the editor of the BULLETIN, Paul E. Elcker.

Through the cooperative sponsorship of THE BULLETIN, NASSP and UBEA have rendered a lasting service to our profession. This service will grow in value to each one of us as the truths and facts set forth so convincingly in its content permeate and guide the thinking of general educators and school administrators throughout the nation.

For several years, distinguished business educators have been promoting better relationships between business education and general education. The rest of us must carry our share of this responsibility. How? By seeing to it that our own school administrators, including our boards of education, read most thoughtfully every page of that bulletin and consult it frequently.

The rank and file of business employees have long wished and requested participation in those management policies and decisions vitally affecting their welfare. Many forward-looking business concerns have granted their request and have made a place for them in management conferences. Subsequent experiences have proved the value of that participation.

A similar procedure by top management in education is long overdue. In many school systems the teachers will have to take the initiative and show a sincere interest in the problems of their administrators and offer to help in solving them. Business teachers, with their knowledge of efficient business procedures and especially of personnel management, are qualified to render worthwhile help to their principal and other administrative officers. Let us grasp the first opportunity to do so and we will then find that we have established a basis for mutual understanding and for a cordial relationship between the business department and the administrator. This relationship can be cultivated until it is firmly rooted in our school life.

The Teachers of Non-business Subjects. Have you ever sat in a conference with teachers of non-business subjects and tried to get their approval of some proposal

that the business department considers of utmost importance to its welfare and found that these non-business teachers could not see your point of view? Surely you have, probably many times. What did you do about it? Did you do as every successful salesman does when he loses an important sale: go over your "sales" presentation step by step critically and objectively to find the reason for your failure? No salesman could stay on the payroll if he failed to do this; and, what is more important, if he didn't find that reason!

The non-business teacher may consider our professional qualifications below his acceptance. He may be antagonistic because he doesn't know enough about business education. He may be disinterested because he does not consider that vocational education belongs on the secondary school level and he has no interest whatever in business itself except a personal selfish interest. He may be ignorant of the purpose and conduct of business education because no one has taken the initiative in informing him and showing him the need for becoming informed regarding this major objective of education.

Now that some of the reasons for our failure to "sell" are clear, we are ready to take the next step in converting our teacher "prospects" into satisfied "customers."

A pre-selling campaign is indicated. The campaign will consist of the following steps: First, we must know the other teachers better and they must know us better—professionally and socially. To do this, we must show an understanding of their area and a sincere appreciation of its worth. Nothing builds friendship between two persons quicker than an interest in the other person's activities and a desire to have that other person talk about that interest.

The other day I listened for two hours to a discussion of the atom and the hydrogen bombs by one of our chemistry instructors, and I not only learned much that I should know, but I also made a new friend. I invited him to visit my department, and he accepted. He will soon know much about business education! He is on the Graduate Council with me, and when I have an important proposal to submit to that council, I shall feel that he is an understanding friend and respects my views, as I respect his.

Last week I attended an open house given by our Home Arts Department. I spent a most instructive half hour listening to the head of that Department explain to me the worthwhileness of the courses offered in her department and the problems she is facing because of lack of adequate equipment. That was a half hour devoted to the improvement of faculty relationships that some day will pay me a dividend.

Secondly, we must establish ourselves in the minds of the other teachers as authorities in our area of educa-

"Associate with businessmen and women if you want to teach more than book knowledge about business . . ."

tion. It won't do much good to try to sell them unless they believe we know what we are talking about and have confidence in our statements. Therefore, we must be authorities in our field.

In addition to teaching, we must read all the worthwhile articles appearing in our professional magazines and the latest books dealing with the subjects we are teaching. From this reading and from our own professional experiences, we must select those fundamentals that we feel the other members of our faculty should be on speaking terms with, and then actively "spread the gospel" in words that will convey our thoughts clearly and convincingly.

The Other Business Teachers in Our Department. How many secretarial teachers show an interest in book-keeping, business mathematics, and business law? How many of them spend even an hour a week listening to the bookkeeping teachers talk about their important subject and their serious problems—and, vice versa? I have seen no statistics on this relationship, but my own experience and observations cause me to think that there is a professional cleavage that should not exist. Good personnel relationships cannot develop from this situation. We must work together as one friendly, helpful family, vitally interested in each other's welfare.

Our Students. I could become eloquent on this phase of our school relationships. I must confess that in my early teaching I didn't realize fully enough how much my students could contribute to my success or failure as a teacher. My evening school teaching on a fee basis in New York City taught me this valuable lesson. And I am still learning.

When students dropped out of my class and I lost \$13.50 for each one of them, I became acutely and painfully conscious that first things must come first and that the text and my methods were not always "first things."

When I stood last spring before eighty G.I.'s at the first meeting of an office management class and thought of their war experiences and realized that most of them were married and working part time to help put them through college, I realized again that they should lead me as much as I should lead them.

I asked each one of them to write me an informal get-acquainted letter stressing his business experiences, describing what he hoped to get out of the course and how I could help him cut corners so he could learn the most in the least possible time. I wish you could read those letters. They are a rich course in personnel relationships. I am going to quote a few sentences from some of them.

"Through utter contempt for the procedure of teaching as followed by some professors that I have

endured, I will state what I do not like: one solid hour of pertinent information recited by the professor, recorded and memorized by the student, and promptly forgotten after the final examination. I came to school to be taught."

"As you know, Mr. Blanchard, there are big men, middle-sized men, and little men. This is not the physical make-up to which I refer, but to their place in the economic life of the community in which they live. This letter is to introduce you to one of the little men of Tulsa. At present his name is meaningless to the public. But it is his ambition to become known as a result of the work he does."

"It is my desire to learn the mechanics of construction in the field with my father and to learn office management in school. I hope to be able to put together the two and see if some shortcuts can be taken. Of course, I realize that I won't set the world on fire, but I do think I can build a good campfire."

"I plan to make an 'A' in this course. I'll tell you why. My wife works and I attend school on the G.I. Bill, so I don't have to work. I don't party much since I have been married. Also I have learned a valuable lesson that many college students haven't. I know how to study. I have a philosophy that says this: 'When the work gets rough, the only thing to do is to get rough with it'."

"I work nights at the First National Bank, and I have your account."

Need I add that I took immediate steps to establish a most cordial personal relationship with the last young man!

A highly successful top executive once told me that he attributed much of his success to the fact that he devoted almost fifty per cent of his time to cultivating better personal relationships with his employees and associates.

Better Business Relationships

Once a week Miss Edith Winchester, Director of the Margaret Morrison College for Women, a division of Carnegie Institute in Pittsburgh, has luncheon with a few graduates of that college who are employed by local business firms. Why? I was privileged to attend one of those luncheons with her and I soon found out why. Through these personal contacts with the "product" of her college, Miss Winchester is not only checking up on the effectiveness of its teachings, but is also maintaining personnel relationships that are paying rich and continuing dividends to every member of her faculty and to her student body. She knows from first-hand experience the value of personnel relationships with business.

The acquaintances and friendships formed between

"We can be rich in physical assets and yet be gravely handicapped. . . ."

the students and their instructors and the business executives are proving of great practical value; and business and the school are realizing that they have much in common to bring them together. Textbook theory comes alive to the students and serves also as a valuable review to those who have been away from school for several years.

The cooperative program is a "natural" for this purpose; so is membership in one of the service clubs in which the members are encouraged to establish a first-name personal relationship with each other. The "professor" or "doctor" or "teacher" on the outside looking in or simply on the outside and not daring to look in disappears and in his place is Jim or John and in her place is Mary or Helen.

I have a motto that reminds me of this responsibility when I am inclined to get too busy within the four walls of my classroom or school office. The motto is this: "He who chops his own wood warms himself twice." It is inscribed over the fireplace of a famous hunting lodge in Maine. The business teacher who confines his professional activities to his school associations, his texts, and his class schedule is warming himself only once. The wood that feeds his educational fires is being chopped by someone else. Associate with businessmen and women if you want to teach more than book knowledge about business, if you want more money for equipment, if you want your students to receive favorable consideration by personnel directors.

Placement Services Can Help Determine Standards

Cooperation between businessmen and business educators is the only way by which the problems of placement and the development of realistic standards may be solved.

By PHILLIP B. ASHWORTH
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The director of placement, the middleman in the student job-placement program, can be of great assistance to teachers in determining standards for beginning workers. He can also be of assistance in providing up-to-date information on the labor market, trends in occupations in the community, and sources of job requirements. The follow-up he makes on students placed enables him to provide valuable information as to their success in adjusting to the job situation. A statement of his problems and their possible solutions provides a basis for determining standards.

Standards Vary with the Labor Supply

The condition of the labor market influences the standards required of a beginning worker. In times of short labor supply, the employer lowers his standards and exerts pressure on his sources of supply to keep his business adequately staffed. In times of labor surplus, the employer raises his standards and demands the best type of employee he can secure. He expects, too, that these applicants will have been selected carefully by the placement director. The placement director is never free from pressures. In times of labor surplus, pressure is exerted by the schools and the student applicants. More jobs are needed than are available.

Types of Placements

The schools are concerned with the placement of their successful graduates. The placement director must concern himself with the drop-outs, the average and below average graduates, and the successful graduates. All have equal rights to the services provided by the school placement office. Many difficult decisions must be made because of this situation. For example, is it justifiable to assume that because a needy pupil can meet the job requirements he should be given preference over the pupil who is better qualified but not in need of work? What should be done with the maladjusted pupils who have been referred to the placement office? What should be done with the pupil who is unable to profit from the program offered by the school? Many of these desire jobs in business, and many of them adjust successfully when placed on routine jobs. These problems confront the placement director. Established minimum standards for office work would help him solve these problems.

Employer's Standards

Employers have standards, true, but few employers have the same standards. There is no common measure established which fixes the minimum requirements for

"Every teacher has standards but few teachers agree on these standards except in a general way."

beginning workers. Progress is being made toward determining this type of standard through the activities of the National Office Management Association. The National Business Entrance Tests, sponsored jointly by the National Office Management Association and the United Business Education Association, establish acceptable standards in certain office skills. However, they are not used by a sufficient number of schools and business firms to be of assistance to most placement directors. This lack of any common standards forces the placement interviewer to rely on the standards outlined by each employer and to match them with the qualifications of the registered applicants.

Every teacher has heard an employer's description of the type of beginning worker he desires. This description is usually based upon those employees who have had experience. Often he fails to make allowances for the fact that many of the qualities cannot be taught but must be learned through experience. He overlooks the fact that job judgment and maturity are acquired on the job. He wants, as one teacher put it, "a forty-year-old head on an eighteen-year-old kid." However, when actually hiring, the employer is much more realistic and considers the individual applicants in relation to the job.

Employer Demands For Which Training Will Not Help Applicant

There are certain job specifications in which training will not be of benefit to the job applicant. The age of referred applicants is specified by every employer and he will seldom deviate from it. The employer may specify certain requirements as to size, weight, and strength.

Intelligence tests are given for some private employment and for many civil service positions. Some employers give performance tests which are too difficult or have no relation to the job to be done.

The experience requirement is an obstacle for the beginning worker. It is even an obstacle in civil service jobs where experience is not required, because credit is given, in many cases, to those applicants who have had experience. The beginner must overcome this handicap by high scores on the tests.

Employer Demands For Which Training Will Help Applicant

In actual hiring, employers seldom select the new worker, but rather obtain him by the process of elimination. Most applicants are eliminated because of personal characteristics which are not satisfactory to the employer. Too many of our young people do not realize the importance of personal appearance when making applications for jobs. Although methods of applying for jobs

are given some study in school, they fail, in most instances, to impress the student enough so that he puts his knowledge into action when job seeking. A clean, attractive, cheerful appearance is a standard which any employer has the right to expect from a job applicant.

Employers expect the beginning worker to fit into his organization without friction. He expects them to have the ability to get along with people. Surveys show that success on the job and promotion are dependent upon personality traits. Schools could do much to help the students meet this problem by giving them more opportunities to work on projects in groups and in providing them with information on the subject of personality and its relation to success in all human endeavor.

Minimum skills are demanded of job applicants, but in most cases the employer does not give a skill test. He depends on the recommendation of the placement interviewer, the school record, or his personal judgment of the applicant. Of course, civil service job applicants must pass a skill test. Large firms with personnel departments may have simple skill tests which the applicant must take. The schools should have some idea of the content of these tests and give their students training in taking tests.

Schools and Standards

Like businessmen, teachers have standards by which they judge their students. Every teacher has standards but few teachers agree on these standards except in a general way. One standard used in schools is the grade. In the office skills of typewriting and shorthand, words a minute is the standard measure of performance. These standards are a necessary part of the present school promotion system, but they are not useful as job standards. So much depends upon the material used in the words-a-minute grading that it is not a sound basis for comparing the ability of students in different schools or students under different teachers in the same school. Unless standardized tests are used, it is impossible to depend upon the scores achieved.

Since surveys show that personality is a most important factor in securing a job, holding a job, and being promoted, it would seem that schools should provide more training on this phase of the development of the individual. Courses in personality development are helpful but a passing score on a personality examination does not mean that the student will carry into action what he knows is proper. Student personality clubs have proved helpful in giving the students opportunities to put into action some of the things they have learned about how to get along with people.

The greatest problem confronting the beginner in an office job is the transition from the school situation to

"Employers have standards, true, but few employers have the same standards."

the office. This new task of having to work independently on his own work and the responsibility of doing that work quickly and accurately creates considerable tension in the new worker. This tension may be relieved somewhat if there is a good induction and training program carried on by the employer. However, in too many instances the new worker is given a job without sufficient orientation, so naturally he is not able to produce to the employer's satisfaction. The school could be of service to the student in this situation if there were a follow-up or if the training in the school had the atmosphere of an office.

The attitudes toward work are influenced to a large extent by the degree to which the student understands the principles of the private enterprise system. The attitudes of getting something for nothing and "the world owes me a living" are much too prevalent among the young people of today. It is true they did not acquire these attitudes from the schools, but the schools could do much to combat other influences by giving more attention to these basic attitudes.

Suggested Remedies for Placement Problems

The first remedy for problems in placement, and perhaps the best, is adequate vocational guidance for all youth. There is need in every school for an effective program of vocational guidance with a sufficient number of skillful, intelligent counselors, who are informed of the actual conditions of employment in the community. It is useless to establish standards when there are so many pupils without clerical interests or abilities enrolled in business education.

There is need for an expanded and continuous program of follow-up of beginning workers. Comparisons of the success on the job of those who have had general clerical education with those who have had general education only would give useful information about the values of business training. The length of time it takes a youth to adjust to employment would be of value. Most youth hold four or five jobs before they settle down in a job that suits their interests and abilities. Education is perhaps one of the largest enterprises in the nation that doesn't do much market research, to determine how to improve its product. There is little done by the schools to secure adequate information about job opportunities or trends of employment and how well they have fitted their pupils for the world of work.

The youth of today needs aid in securing jobs. Placement must be more than job hunting. It must be an intelligent bringing together of youth with its interests, abilities, and capacities on the one hand and the needs of business and industry on the other hand. Youth needs help during the period of induction into employ-

ment. If the employer is not equipped to give this service, then the school should provide help.

How Remedies Can Be Effect

Cooperation between businessmen and business educators is the only way by which the problems of placement and the development of realistic standards may be solved. There is a need for developing standard terminology to be used when talking about business occupations. Job descriptions must be more carefully outlined and standardized. Tests of the performance type should be more widely used and standardized. Through cooperative effort, businessmen should determine the minimum skills that are necessary to perform the entry occupations and give this information to the schools.

The placement director can play an important part in this cooperative picture. He can be of great assistance in suggesting personnel for advisory committees. He can help, too, in pointing out the problems that confront him in correlating the standards of businessmen with the standards of achievement used by the school. Established standards would enable the placement director to do a much better job of referring applicants to the type of job for which their interests and abilities qualify them. Much more experimentation should be done with personality testing in order that pupils may be aided in developing their personalities to meet the demands of business.

Summary

The director of placement can be of assistance in determining standards for beginning workers in business because of his unique position in the placement program. Standards must be accepted by both business educators and businessmen before much progress can be made in solving the problems of guidance, placement, and improvement of training programs. The variance in employer standards makes it impossible for the schools to determine what the minimum standards are for entry into business occupations.

The schools, too, have things to do in the establishment of useful standards. Teachers must learn more about methods and procedures used in business. The training laboratories should have the air of business offices. The relationship between teacher and pupil should be similar to that of the clerk to the office manager. Before problems can be solved it is necessary to learn more about how the present beginning employees are adjusting to their jobs. Cooperation between businessmen and business teachers is necessary to solve these problems. A start has been made through the NOMA and UBEA cooperation on the National Business Entrance Tests. It is necessary, however, that there be an expanded program of cooperation on the local level.

"Millions of dollars will be spent for business education equipment and facilities during the next decade on all levels."

Criteria for Selecting Equipment

Equipment selection and purchases should be made by a committee consisting of business educators, school administrators, parents, taxpayers, office managers or supervisors, and business consultants.

By JOHN E. WHITCRAFT
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The next ten years will see many changes and improvements in business education, particularly on the secondary school level. Current trends show that a transformation is taking place which will result in increased enrollments in business subjects, increased financial outlay for equipment and facilities, significant changes in curriculum and objectives, and a new faith in and emphasis on research.

The small high school with its limited financial resources, pupil enrollment, teaching staff, vocational curriculums, and special services is rapidly being transformed through consolidations into larger school districts which can offer improved educational advantages. County vocational boards make possible shared business education services between schools. This arrangement creates new opportunities for effective vocational business training.

The post-war population increase will be reflected in business subject enrollments. The 1949 report of the Council of State Governments indicated that within ten years the enrollment in grades 1-12 will be increased by 7.5 million over present figures, and expenditures for educational facilities during that period will approximate 11.25 billion dollars. Present evidence indicates that colleges may expect an enrollment of 3.5 million by 1960.

From these figures it appears that the next ten years will usher in the greatest era of plant expansion and equipment purchases in the country's history. Millions of dollars will be spent for business education equipment and facilities during the next decade on all levels. It seems desirable, therefore, that some tentative criteria be formulated for the guidance of those who will have the major responsibility of selecting equipment for the business department.

Some Basic Principles for the Public Schools

The demands for the taxpayer's dollar are loud and insistent from many quarters. Tax conscious groups are growing stronger and more vocal. Many taxpayers believe that taxes should be reduced, and one may assume that school budgets will be scrutinized more carefully

for possible reductions during the next ten years. Since business education equipment is expensive, it behooves educators to show complete justification for all extensive equipment purchases, and to include representative taxpayers in all conferences on budgetary matters that involve increased large financial expenditures.

The following five principles, if accepted and followed, should tend to overcome local opposition to equipment purchases on purely financial grounds.

1. All equipment should be selected with direct reference to a clearly stated modern philosophy of business education. This statement should be developed jointly by members of the business education staff, school administrators, parents, representative taxpayers, and local businessmen.

2. The widest possible participation on a truly democratic basis is of primary importance in stating the philosophy of business education and in determining the amount and type of equipment needed to achieve the goals expressed and implied in the statement of philosophy.

3. The actual selection of equipment should involve business teachers, school administrators and supervisors, parents, taxpayers, and business consultants.

4. In planning for the acquisition and utilization of new business education equipment, three important factors should be given careful consideration if maximum utilization and effectiveness are to result. The factors in order of importance are:

- a. Function.
- b. Equipment, materials, and supplies needed.
- c. Space designs, room designs, furniture designs, and facilitating equipment.

5. All plans, budgetary and otherwise, for acquiring additional business education equipment should be worked out in terms of both present and future needs of pupils and teachers in a modern forward-looking business education training program.

When Should Additional Equipment Be Secured?

No hard and fast rules can be laid down which will apply to all schools as to the proper time to secure additional business training equipment and facilities. The following criteria, however, apply to most of those

"Equipment should be selected with direct reference to a clearly stated philosophy of business education."

schools now operating, but experiencing growing pains, which are seriously considering strengthening their business training programs. Additional equipment should be secured:

1. When the statement of philosophy arrived at cooperatively by all interested parties clearly indicates a need for new business training equipment and facilities on a long-term basis.
2. When a follow-up study of recent graduates shows clearly the inadequacies of present business training curriculums and the need for more equipment.
3. When a job-opportunity survey of the employment area shows ample jobs open to high school graduates with satisfactory business training involving the type of equipment under consideration.
4. When the trend in offices or stores where graduates may normally expect to find employment is toward increased mechanization or specialization.
5. When an evaluation of the present business education program indicates that the curriculum is too restricted, and that broadening it will bring it more in line with current job opportunities and the requirements of available initial-contact jobs.
6. When the anticipated enrollments in new classes resulting from the addition of new equipment will be large enough to justify the additional expenditures.
7. When adequate room space and well-qualified teaching personnel can be given over to the new or enlarged business education program.
8. When adequate time can be scheduled to insure that the training given will achieve the goals required for occupational competency.
9. When a functioning placement service can be set up, or some arrangement made for placement, that will insure immediate and satisfactory placement in the types of jobs for which training is to be given.
10. When there is evidence that community interest in, and support for, such business education will result in adequate financial appropriations for new equipment, instructional materials, supplies, and proper servicing of the equipment.

Who Should Make the Selection of Equipment?

The question naturally arises as to the person or persons who should make the final decisions regarding equipment selection and purchases. A modern philosophy of democratic school administration would probably agree: not the school board members or the school's business agent; not the school administrators, the business supervisors, or the department head, and certainly not the equipment sales representatives; but rather a committee consisting of business educators, school administrators, parents, taxpayers, office managers or supervisors, and

business consultants. If the equipment desired is merchandising equipment, then the committee should be composed of competent people from this field.

The greater the number of competent persons who help to render a group judgment based upon a careful study of all available information, the sounder that judgment should be. It is important to remember that a poor judgment with respect to the proper selection of equipment will have a limiting effect on the education program for a number of years.

The members of this committee should be selected with the same care that a defense attorney selects the jurors to sit on a jury. Avoid the selection of people known to be extremely conservative, the "penny pinchers," or those traditionally opposed to modern progress. Include some high-salaried parents who have children in school. Keep in mind that false economy in the selection of equipment will directly affect the effectiveness of the learning that will take place and will result in lowered productive capacity of future business workers. Incompetent workers raise the cost of production, and these costs are usually passed on to the consumers of goods and services; namely, the taxpayers. Since the taxpayers will pay eventually, they might better pay for satisfactory equipment at the time of the original purchase.

What Equipment Should Be Selected?

Space limitations will permit only a tentative statement of criteria for the selection of *office equipment for instructional purposes*. The procedures followed in deciding what equipment will be needed for the office occupations classes will also apply to the selection of equipment for the store occupations classes or other special equipment.

All of the important surveys of office procedure have shown that there is little difference in common procedures and practices in business offices regardless of geographical or industrial factors. Local conditions and needs are about the same in each employment area for the most common office positions. It may be necessary, however, to prove this to those whose support is needed in order to secure new equipment and facilities. Local surveys can be justified on this ground alone, but they frequently serve other functions as well. They open new possibilities for public relations, publicity, placement opportunities, and school contacts with local business leaders. They provide valuable information for business teachers in developing an effective curriculum.

Probably the most valuable type of survey is the wide-area, comprehensive survey similar to that recently completed in Rockland County, New York.¹

¹Zaida A. Ellis, "Office Machines Survey of Rockland County, New York," unpublished report in the files of the author, Spring Valley High School, Spring Valley, New York, 1948.

"False economy in selecting equipment will affect the effectiveness of learning."

The purpose of this study was to prove the apparent need for office machinery operators in Rockland County, and to secure data that would be needed to justify the necessary equipment and facilities. The ultimate goal is to set up an office machines training program in the county available to all public high schools through the county vocational board.

There is little point in conducting a local survey if the main object is to determine the number, make, and models of all of the office machines in a certain area. This information can be secured more accurately by consulting the area sales offices of the various office machine equipment manufacturers.

Criteria which may be helpful in answering the question, "What office equipment should be selected?" may be stated briefly as follows:

1. Equipment which teaches the fundamental or basic operating technics for that class of equipment.
2. Equipment which will permit developing satisfactory levels of skill (acquaintancehip, practical use, or expert, depending upon the philosophy and objectives of the training program) in the time (periods or clock hours) available for training.
3. Commonly used equipment of the type (make and model) likely to be found in the modern offices in the area.
4. Equipment for which satisfactory instructional materials and low-cost supplies are available.
5. Equipment of a type (make and model) that has a reputation among business teachers and office workers for dependable long-term service, low-cost maintenance, and readily available repair service.
6. Low-cost, hand-operated models should be selected if these models can be used satisfactorily to teach all basic operating technics, and expert skill levels are not required.
7. One or more power-driven models should be selected if curriculum objectives call for the development of expert skills, provided adequate time can be scheduled to achieve the expert skill standards.
8. One or more calculating machines with keyboard capacities similar to those in common use in the area. Columns should be available for handling large figures involving decimals.
9. One or more adding listing machines having the direct subtraction feature.
10. A variety of types (makes and models) is desirable if new technics are learned on the various types; otherwise there is no particular advantage since a variety of types will increase servicing costs.
11. Equipment should be purchased rather than rented if funds are available and long-term economies

will result from owning the equipment. It is usually more economical to rent specialized equipment that will be used only a fraction of a year.

12. Desks and chairs should be selected, if possible, that are designed to specifications recommended by the manufacturer for the operation of equipment at expert skill levels with a minimum of fatigue.

13. Supplementary and facilitating equipment should be selected similar to that used in modern well-regulated offices—copy holders, rubber and date stamps, eyelet punch, perforator, numbering devices, staplers, and other facilitating devices.

In answer to the question, "What office equipment should not be selected?", these criteria should apply:

1. Expensive, complicated machines, unless a functioning placement service is maintained and immediate placement opportunities are available.

2. Equipment so simple to operate that one can operate it after a few demonstrations by a skilled operator.

3. Equipment that can be operated after a relatively small number of hours of instruction and practice on the job.

4. Equipment the operation of which most employers agree can be learned better under the supervision of their office supervisors.

5. Equipment that may become obsolete within a relatively short period of time.

6. Specialized equipment that can be rented for short periods of time if this is more economical than owning the equipment.

How Much Equipment? Where Secured?

An almost irreducible minimum of equipment is required for an effective training program, but beyond this minimum the training needs and financial resources of the individual school will govern the amount of equipment to secure. The sources of equipment and the important matters of price, school discounts, guarantees, service contracts, are very important in the selection of equipment. Comparison shopping at this stage in the selection is desirable. An excellent source of information regarding the names and addresses of all manufacturers of office equipment is the OA Buyers Index. This is brought up to date annually and includes all new manufacturers of equipment suitable for offices or schools. The OA Buyers Index is free to subscribers of Office Appliances Magazine.² It is recommended to all those interested in the selection of office machines and facilitating equipment.

² Office Appliances Magazine, 600 W. Jackson Blvd., Chicago 6, Illinois. Subscription rates, one year \$3.00; two years, \$5.00; three years \$6.00.

"... there is nothing more destructive of good morale than putting a man or woman in the wrong job."

The Value of Professional Relations

Better office management means in part, better office personnel, which means better trained job candidates which translates into better informed business educators.

By H. A. WICHERT
President, National Office Management Association
Assistant Chief Accountant
Fairmont Foods Company
Omaha, Nebraska

Cecil John Rhodes wrote, long before the turn of the century, long before the birth of "Big Business," long before the United Business Education Association and the National Office Management Association were ever dreamed of, that "Educational relations make the strongest tie." This simple statement is as true today as it was then. It is this strong tie of educational relations that binds UBEA and NOMA together with the objective of producing graduates who will be readily employable, upon whom management can rely, and who will insure the future of our American way.

Early Struggles

The early years of the twentieth century were "struggle years" for business educators. It was one thing to provide adequate business education, but quite another thing to interpret the employment requirements of business generally when those requirements were not too well known to companies of that day.

During the first twenty years of the new century, American business went through stages of rapid development from infancy to young manhood and by the time World War I had passed into history, American business had become of age. It was able, perhaps for the first time, to take cognizance of itself, to flex its muscles, and to decide to do the job faster, more economically, and in all ways better. Up until that point, and perhaps logically so, the business educator had not received very much assistance from the businessman, partly because he had been "just too busy" getting capital together, building his factories, securing machinery to produce his products (which at that time was no mean task), and marketing those products to a public that was only beginning to become acquainted but not, as yet, thoroughly indoctrinated with the brilliance and force of advertising and sales publicity that was yet to follow. Without modern methods and machines, the office manager of that day was virtually lost in a miasma of confusion, but gradually, owing largely to the process of trial and

error, the dense fog of ignorance began to clear away. Little by little, he began making rhyme out of reason as the parts began to fall into place like those of a huge jigsaw puzzle.

If management was handicapped in not knowing what it required, how much more so was the business educator of pre-World War I. Without requirements clearly defined, his task of providing "readily employable graduates upon whom management could rely" was immeasurably complicated.

Cooperative Enterprise

In 1919, a handful of progressively minded businessmen gathered together to set up a program of "intelligent action" regarding everything that would have to do with the advancement of office management know-how. This group of men resolved its program of activities in what was to be known as the National Office Management Association.

These businessmen recognized that management has to do with people—with trained people—with *properly* trained people. In seeking this then scarce product, the plight of the business teacher met their attention with full impact. A quick decision was made that has become a fundamental NOMA policy through the years. Better office management means, in part, better office personnel, which means better-trained job candidates, and finally better-informed business educators. Yes, they are better informed about what management requires of young graduates who are to become beginner employees in business offices, and who, tomorrow, are to share the responsibility of managing their companies.

To speak of the office is to speak of people—people who work in the office. Desks, chairs, machine equipment, files, provide simply mechanical assistance. Since the office is people and conversely since people are the office, the educator and his problems in providing the *right* people to the employer of office personnel, required initial and sustained wholehearted assistance in all ways possible if management was to benefit.

"We have made progress in our educator-business relationships."

For more than thirty years, NOMA has exerted every effort to assist business educators. The results have been gratifying. This element of cooperative enterprise, the reciprocal coordination of efforts between educators and businessmen, has been most highly developed and most solidly crystallized in the professional relations between UBEA and NOMA members. Many of NOMA's most active members and many of UBEA'S most prominent members belong to *both* associations.

Result: Better Human Relations

The NOMA-UBEA professional education program brings educators, businessmen, employees, students, and the public together. Starting out in search of better employees with which to staff our offices, we have developed human relations in a way that could not have otherwise been achieved. Think of the possibilities for improving human relations inherent in situations where office executives and educators are working together on advisory committees; office managers are working with classes in business education; educators are visiting offices; summer employment is arranged for teachers; cooperative training programs are worked out for business education; students are furnished with helpful literature on business.

Think of the improved human relations resulting from the development of a philosophy on the part of office managers that employees are people—human beings—not just so many individuals sent out from the schools to do the world's work for a paycheck, only. Our educational program is bringing us closer to the students, to the teachers, to ourselves.

Tied in with the educational program is the vocational requirements program, aimed directly at good human relations. If our boys and girls can learn something of job requirements while they are going to school, they will be much happier in their work.

All of us will agree that there is nothing more destructive of good morale than putting a man or woman in the wrong job. The National Business Entrance Tests sponsored jointly by UBEA and NOMA and the executive personality evaluation test, are aids to good human relations.

Share Your Educational Problems

As President of the National Office Management Association, I invite every UBEA member to share his educational problems with NOMA's businessmen. In that sharing you will strengthen the bond of cooperative assistance. You will find that this cooperation will be returned wholeheartedly and enthusiastically by NOMA men and women.

DO WE NEED CLOSER COOPERATION?

BY ARTHUR S. PATRICK, *Associate Editor*

"We need closer cooperation between schools and business" is a statement heard more and more from the platform and in literature from businessmen, classroom teachers, and school executives. Why are we so conscious of this need?

Is it not primarily because schools, as well as business, find themselves operating in a dynamic setting, and not existing in a vacuum? In order to cope with these dynamic forces both the school and business in the community must keep attuned to them. Human relations, public opinion, social forces, and technological changes are some of the dynamic forces that cause the community to require the cooperation of the schools and business. By cooperating, there is much to be gained in vitalizing our courses of study in developing realistic standards of achievement, and in providing ways and means for teachers, pupils, and businessmen to become adjusted one with the other. To such purposes this issue of the UBEA FORUM is dedicated.

We have made progress in educator-business relationships. We have spoken well of ourselves and of our product. We make little attempt to conceal our pride, and rightly so, in our ability to face the future with optimism. If, however, we are to continue to stride forward, our attitudes must reflect our conviction that the schools are part of the "outer world." Our activities within the schools have no meaning or justification without this attitude. The only hope or desire that we can cherish is to win continued success through the avenue of service to the "outer world," service in the sense that through educator-business relationships, we can prepare our pupils to do better the things they will do anyway to get along well with people; to take part in formulating public opinion; to meet the changes in social conditions; and to keep abreast of technological changes.

We do need closer cooperation between schools and business, and through the advancement of our professional study and attitude, we can more nearly realize our goal.

IMPORTANT TO MEMBERS

Your next issue of BUSINESS EDUCATION FORUM will be mailed in September. If you have a change of address, please inform headquarters before September 1.

The United Services is a continuous department of the *UBEAA FORUM*. Members are urged to share their experiences and comments with our readers. Contributions should be mailed to the Service Editors.

UNITED SERVICES

SHORTHAND

THELMA POTTER BOYNTON, Editor
ANN BREWINGTON, Associate Editor

ADVISORY CRITERIA FOR SELECTING PUPILS FOR SHORTHAND

Contributed by Ralph P. Gallagher, Supervising Principal, Elizabeth N. Albert, Business Subjects Teacher, Bound Brook Public Schools, Bound Brook, New Jersey, and Barbara Stryker, Student Field Worker, Keuka Park, New York.

Since a rather large number of pupils at the Bound Brook High School who had elected shorthand had not done well in the subject, and since there seemed to be a need for other revisions in the business curriculum, a study was made during November and December 1949 of some of the factors important for success in the courses preparing pupils for positions in business, especially for secretarial work. This study was concerned with the relationships of intelligence, typewriting skill, and ability in ninth grade English to success in learning shorthand. The sequence of experiences in English, typewriting, and shorthand was closely examined to determine what order of subjects might be expected to produce the best results.

The data upon which this study is based were drawn from the records of pupils who were graduated from the Bound Brook High School in June 1949. Had data been added for those business course pupils who started but did not finish high school, the facts might have been somewhat different. It is probable that the relationships would have been even more pronounced.

In the study of pupils who were graduated with one or two years of shorthand, the following facts seemed outstanding:

Shorthand I (First Year) Pupils: Their I.Q.'s ranged from 78 to 120. The average I.Q. was just above 100. Seventy-five per cent of those with I.Q.'s under 100 did work in Shorthand I which was below the level that could be expected of a pupil who was eventually to use the skill in business. A study of the Typewriting I grades of Stenography I pupils showed that three-fourths of the typewriting pupils with grades under 80 did work in stenography that was too poor for business

office use later on. Only two out of fifteen pupils with English grades under 80 developed commercially useful shorthand skills in Stenography I.

Shorthand II (Second Year) Pupils: Shorthand II pupils were fewer in number since the poorest Shorthand I pupils had left school or had transferred to other courses. Despite this fact, twenty-seven of the sixty-three pupils did work of a quality below the standard that an employer would expect. Much of this poor work in Shorthand II was associated with poor scholastic aptitude. About seventy per cent of the pupils who did poor work had I.Q.'s under 100. Only thirty per cent of the pupils with I.Q.'s under 100 did creditable work in Shorthand II.

Approximately seventy per cent of the pupils with poor records in Shorthand II had poor grades in Typewriting I. Only one pupil in ten who had grades under 80 in ninth grade English did creditable work in Shorthand II. When pupils had grades above 80 in ninth Grade English the chances of good grades in Shorthand II seemed to be about two out of three.

In an attempt to discover which factors (I.Q., typewriting, or English) had the greatest relationship to success in shorthand, the following correlation coefficients were computed:

| | Shorthand I | Shorthand II |
|---------------------|-------------|--------------|
| I.Q. | .54 | .37 |
| Typewriting I | .62 | .88 |
| Ninth Grade English | .56 | .55 |

From these data it appears that typewriting as a supporting factor for success in shorthand is first, ninth grade English is second, and I.Q. is third.

In an attempt to verify this further, especially with regard to Shorthand I, the following results were obtained when several other partial correlations were run: The correlation of Shorthand I and Typewriting I grades, which was .62, dropped 17 points to .45 when the influences of I.Q. and English were partialled out by the relationship. English grades and Shorthand I grades, which had a correlation of .56 dropped 15 points

(Continued on page 30)

UNITED SERVICES

TYPEWRITING

JOHN L. ROWE, Editor
DOROTHY TRAVIS, Associate Editor

TIMED WRITINGS SIMPLIFIED

Contributed by Sister Mary Anton, R.S.M., St. Mary's High School, Wilkes-Barre, Pennsylvania

More time for typewriting, less time for figuring! And here is how to do it.

First, simplify the stroke count. Have the class set their typewriter margins (pica or elite) at 10, and type the copy line by line. (This lessens the tension of listening for the bell in a busy room.) Then, when time is called, a glance at the front scale gives the stopping point of the unfinished line. Subtract 10, add the stroke count of the previous line, and you have the total. For example:

Copy

In school, students tend to rate themselves on the basis of 484 how many words a minute they type under forced effort. In an 550

Timed Writing

In school, students tend to rate themselves on the basis of 484 how many words a minute they type under (front scale reading 53)

(53 minus 10, plus 484 equals 527 strokes)

And now for our simplified plan:

Length of

Timed Writing

½- and 5-minute

1- and 10-minute

2-minute

3-minute

15-minute

What to Do

Multiply strokes by 4 and point off.

Multiply strokes by 2 and point off.

Point off.

Subtract 1/3 the number of strokes

and point off.

Add 1/3 the number and point off.

See how it works?

Present Method

½-minute 5) 140 strokes
28
x2
56 w.a.m.

Simplified Method

140
x4
56.0 w.a.m.

5-minute 5) 1,270

5) 254

50.8 w.a.m.

1,270

x4

50.80 w.a.m.

1-minute 5) 282

5) 56.4

w.a.m.

282

x2

56.4 w.a.m.

10-minute 5) 2,597

5) 51.94

w.a.m.

2,597

x2

51.94 w.a.m.

| | | |
|-----------|----------------|--------------|
| 2-minute | 5) 527 | 527 |
| | 2) 105.4 | 52.7 w.a.m. |
| | 52.7 | |
| 3-minute | 5) 363 | 363 |
| | 3) 72.6 | —121 (1/3) |
| | 24.2 | 24.2 w.a.m. |
| 15-minute | 5) 3,680 | 3,680 |
| | 15) 736 (49.06 | +1,226 (1/3) |
| | 60 | 49.06 w.a.m. |
| | 136 | |
| | 135 | |
| | 100 | |
| | 90 | |

The plan is based on the fact that dividing by 5 (strokes) and 2 or 20 (for 2- and 20-minute tests) is the same as dividing by 10 or 100, and who ever does? All we do is "just point off," isn't it? So—raise the $\frac{1}{2}$ to

(Continued on page 33)

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UNITED SERVICES

BOOKKEEPING AND ACCOUNTING

MILTON C. OLSON, Editor
FRED C. ARCHER, Associate Editor

OBJECTIVES IN SECONDARY SCHOOL BOOKKEEPING COURSES

Contributed by Ernest A. Zelliot, Director of Business Education, Des Moines Public Schools, Des Moines, Iowa

From the very inception of business education, bookkeeping has served as a core subject in business education curriculums on all levels. Private business school programs evolved from initial bookkeeping offerings. The rapid development of bookkeeping-accounting courses on a professional basis in colleges and universities, particularly since 1910, has few if any parallels in other subject-matter fields. Introduced in the first American public secondary school in 1824, bookkeeping in some form has been taught in the secondary schools consistently for one hundred twenty-five years.

What are the inherent values in bookkeeping and accounting courses that have made them so widely acceptable? What have been the shifts in emphasis and objectives, especially in the secondary school introductory bookkeeping courses? Have revisions in content and in teaching procedures kept pace with changing methods and practices in business?

Originally bookkeeping was taught in secondary schools as a vocational subject; the major objective was to train students to become journal and ledger entry clerks in a period when the quill pen and the tall slanting desk were symbolic of the office practices employed in business concerns. Today, the vocational objective continues to be an important factor for students whose interests and aptitudes qualify them for bookkeeping-accounting work in modern business offices with their highly developed systems and business machine applications. The immediate vocational objective alone, however, will not account for the continuing popularity of introductory bookkeeping courses. Surveys and follow-up studies show that less than one out of five students who study bookkeeping secure employment directly as bookkeepers. For the majority of students in secondary school bookkeeping classes there must be other important values that are highly desirable to warrant the present enrollments.

The objectives in bookkeeping courses and the emphasis placed upon each of the different objectives will necessarily vary with the type of school. In a vocational or business secondary school where pupils enter with a definite employment goal in mind, the technical or vocational aspects may be stressed from the beginning. In a general secondary school more attention should be

given to exploration and guidance and to the type of bookkeeping materials that are most practical for business employees other than bookkeepers. In a rural secondary school, the objectives will differ in degree, if not in kind, from those applicable in a large metropolitan high school. The following classification and discussion of objectives and values, with the introductory bookkeeping course in secondary schools chiefly in mind, are presented for consideration.

General Education Values

One important value for students generally is the broader understanding of the relationships and functions of business and of some of the fundamental principles of operation and control that may be gained through the analysis and recording of business transactions, and the use of the results as a basis for preparing simple business statements. Because the financial results from the various activities in a business are brought to a focus in the records, the student of bookkeeping is in a unique position to learn the practices and procedures that are employed.

Through a familiarity with the fundamentals of double-entry bookkeeping—and any study of bookkeeping worthy of the name extending beyond a few introductory exercises should include the full bookkeeping cycle in simple form—the student gains a sense of the balance of values in business transactions that is difficult to obtain in any other way. He also learns the significance of business terms used in reports and publications. Such a background likewise aids in interpreting business statements and other data that are used for promotional purposes. While bookkeeping is by no means a course in management, bookkeeping properly taught will bring out many of the problems and factors of business operations with which management must be concerned in business enterprises of any size. Thus, a study of bookkeeping is important as one of the mediums through which the student may gain a better appreciation of the general character, scope and significance of business and of business activities.

Personal-Use Values

From the personal angle, a study of bookkeeping teaches the individual something about how to plan budgets, how to keep and use appropriate records, and how to gain information that will assist him in managing his own personal or family affairs most effectively. Not to be overlooked in this connection is the need for accurate records in making the required Federal and state income-tax returns. Some knowledge of bookkeeping

UNITED SERVICES

BOOKKEEPING AND ACCOUNTING

likewise is most helpful to members of clubs, associations, and similar social or civic organizations who are called upon to keep necessary records as a matter of interest and support. The study of bookkeeping also may contribute much in developing neatness and accuracy, facility in the practical application of handwriting and arithmetic skills and other desirable personal business habits.

Background Values

In addition to the general and personal-use values, the study of bookkeeping is also important as essential back-

ground or supplementary training for a wide variety of occupational work. To the stenographer, for example, a knowledge of bookkeeping gives a more definite understanding of transactions and terms used in business and of the relationships that exist among the various departments of a business, thus enabling her to transcribe her dictation and to perform other related duties more intelligently. It also provides the training necessary for keeping such simple records as may be required in the secretarial aspects of her work.

A working knowledge of bookkeeping and its functions in the operation of a business enterprise enables retail store sales people and other types of salesmen to co-operate more intelligently in making out sales tickets and reports, inventory lists, cost sheets, budget estimates, stock cards and other essential records. For those who may become buyers or department managers, such education is invaluable.

Individuals who may hold positions as business machine operators, particularly in billing, calculating, posting, and statement work, find that bookkeeping is important as a basis for interpreting their work and guarding against errors, and as an aid in gaining promotion to supervisory positions.

For many persons who are engaged in business for themselves a knowledge of bookkeeping sufficient to enable them to keep and use or supervise records suitable for their particular needs is most essential. This group includes craftsmen who do contract work, proprietors of small shops or manufacturing concerns, farmers, and operators in various service occupations. Too often failures in enterprises of this type are due to inadequate records and business methods rather than to any lack of trade or technical skill.

With the increased use of budgetary control systems and the wider recognition of accounting as a management tool, it goes without saying that a working knowledge of the fundamental principles of bookkeeping is an important asset in preparing for most types of managerial or executive work. For this reason, basic courses in accounting are made a requirement in the various curriculums offered in collegiate schools of business.

Exploratory Values

One primary objective in introductory bookkeeping classes should be to give pupils an opportunity to try out their interests and abilities through exercises in the simpler forms of recording work and thus determine whether or not it may be desirable for them to continue in the field on a vocational basis. For pupils who decide to go ahead with further bookkeeping-accounting study, the elementary courses, in so far as they go, should also

(Continued on page 40)

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GENERAL CLERICAL AND OFFICE MACHINES

GERTRUDE ROUGHSEdge, Editor
MARION M. LAMB, Associate Editor

HOW ONE SCHOOL DISTRICT SOLVED A THREE MILLION DOLLAR OFFICE OCCUPATIONS QUESTION

Contributed by R. L. Higginbotham, Supervisor of Business Education, Houston Independent School District, Houston, Texas

EDITOR'S NOTE: *The floor plan and placement of equipment in the office occupations wing of Sam Houston High School may be obtained by sending an addressed and stamped envelope to BUSINESS EDUCATION (UBEAD) FORUM, 1201 Sixteenth Street, N. W., Washington 6, D. C.*

How can a school district with several high schools offer the community a business education program which includes vocational training in high-skill subjects for which some individual pieces of equipment cost nearly three thousand dollars? The Board of Education of the Houston Independent School District asked itself this question a few years ago when it was faced with the problem of training operators for the calculating machines and the various types of bookkeeping machines. The cost of equipping seven senior high schools for this type of training, which would reach only a relatively small group of the total student population, would run above half a million dollars—a sum which would be prohibitive even in the face of three and one half million dollars in bond funds allocated to buildings and equipment.

At first, the only solution appeared to be the establishment of a central business high school. This idea, however, was in direct opposition to the current administrative policy of "a strong comprehensive program for each area school," so it became apparent that the only course to follow was that of compromise. After a bit of experimentation with a small number of machines and a subsequent expansion of equipment, the problem was partially solved by a plan which, with some further expansion, will probably be a complete solution. Briefly, the plan is this:

The seven senior high schools offer classes in the basic subjects—typewriting, shorthand, bookkeeping, business arithmetic, business law, salesmanship, advertising, and secretarial training (including business English, letter writing, filing, duplicating, and transcription).

Sam Houston Senior High School, which is located three blocks from Main Street in downtown Houston, offers highly specialized courses which are made available



The duplicating machines room is equipped with a multigraph, multilith, mimeograph, two liquid duplicators, and a gelatine duplicator. Other equipment includes a mimeoscope, typesetter, three typewriters, and a table for assembling materials.

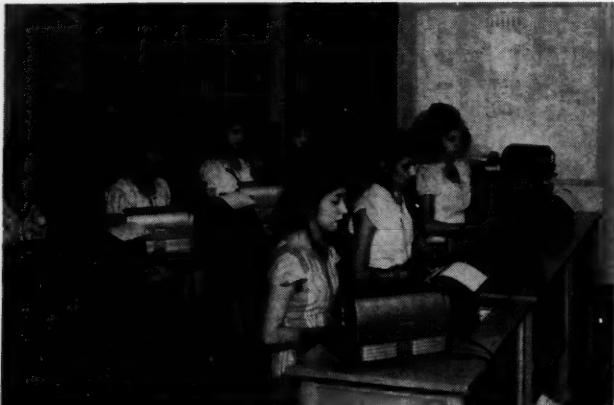
to pupils of the other schools. Sam Houston is not technically a business high school but merely a centrally located high school offering courses which supplement the programs of the other six schools. There are three separate courses, each offered on a two-hour-a-day basis, which are attended by seniors from all high schools in the city. Some pupils attend these classes at Sam Houston during the first two periods of the six-period day and have one hour allowed for travel to their area schools where they continue for the remaining three hours; others report to their area schools for the first three periods, use the fourth hour for travel to Sam Houston, and meet their special classes for the last two periods. Pupils who attend Sam Houston on a full-time basis, meet the special classes during the third and fourth periods and take their other work during the first two and last two hours.

The first course provides 180 practice hours on adding and calculating machines. The room is equipped with thirty-five machines which includes three electric calculators, duplex model. Senior standing is the only prerequisite for this popular course.

The second course in bookkeeping and accounting gives each pupil 180 practice hours on the various machines. Pupils in this class are taught through group instruction on the desk model of a popular bookkeeping machine and are then given individual instruction on two bookkeeping machines—typewriter keyboard and adding machines keyboard. All bookkeeping and accounting machines are set up for commercial accounts journal, ledger, and statement. One posting machine is used for both bank and commercial accounts. The only

UNITED SERVICES

GENERAL CLERICAL AND OFFICE MACHINES



Room B provides electric and manual typewriters with transcription units in addition to the standard and eighteen-inch carriage typewriters. The shorthand room is beyond the partition. Both rooms are equipped with loud speakers.

prerequisites for this course are senior standing and a fair speed in operating a typewriter.

The third course, office practice, is similar to secretarial training except that it is a two-hour course which utilizes many items of equipment not available in the area schools and is intended for those pupils who wish to prepare themselves for some phase of office work other than secretarial or accounting. Each pupil is thoroughly trained in filing, is given corrective drill in typewriting if needed, and may learn the operation of any combination of the following: ten-key and selective keyboard adding machines, manual and electric; key-driven and crank-type calculators, manual and electric; duplicating machines, including stencil, film, direct process, type-set, and multilith types; dictating and transcribing machines; checkwriters; addressing and plate-making machines; and electric typewriters. The only prerequisite for this course, other than senior standing, is one year of typewriting.

Sam Houston High School also serves, during the evenings, as the downtown center of adult education, with the three courses offered on a year-round basis. This joint use of equipment, plus summer school, makes it possible to accommodate 720 students a year.

One entire wing of the third floor of Sam Houston High School has been remodeled to house special equipment. Special rooms were planned so that each room could be used concurrently by two or more classes. For example, pupils in a bookkeeping class in Room G have access to the adding machines and small calculators in Room D, while those in the office practice class working on a rotation plan can be using equipment in Rooms D, E, C, and B. At the same time, pupils in a shorthand and transcription class will be taking dictation in Room



Room D is equipped with the Monroe and other model calculators and adding machines. Room H (not shown) provides machines for individual instruction while Room I is equipped for group instruction in bookkeeping and accounting.

A and transcribing in Room B, with part of the latter room also being used by non-shorthand pupils who are transcribing from the Dictaphone or Ediphone.

Rooms A and B are equipped with loud-speakers for use by small groups interested in highly technical shorthand training. The plan for giving special dictation is especially valuable in the adult program where there are always several small special-interest groups which could not be accommodated by one teacher in a single large group.

Present plans for future expansion include purchase of a few more large accounting machines, and an enlargement of the bookkeeping machines room. In all other respects, the plant and equipment are considered adequate for present needs.

Shorthand

(Continued from page 25)

to a correlation coefficient of .31 when the influence of I.Q. and typewriting were partialled out. The removal of the influences of typewriting and English from the relationship between I.Q. and stenography dropped from .54 r to .28—a loss of 26 points.

From these data, we may conclude that beginning typewriting grades, grades in English, and I.Q. are, in that order, the best clues to success in shorthand. The importance of typewriting in this relationship seems to indicate that experience in typewriting should precede any work in shorthand. This procedure enables the pupil to get some idea of his skill in this area of work before choosing to go on with shorthand. It also makes it possible for Shorthand I pupils to use their previously acquired typewriting skills in transcription. Thus both typewriting and shorthand stand a better chance of being developed and reinforced for later business use.

UNITED SERVICES

MODERN TEACHING AIDS

HARRY Q. PACKER, Editor
LEWIS R. TOLL, Associate Editor

USING COMMUNITY RESOURCES IN THE SECRETARIAL PRACTICE CLASS

Contributed by Eleanor Tubbs, Mount Kisco High School, Mount Kisco, New York

Using community resources was first conceived as a means of giving pupils some experience in performing practical office duties rather than a succession of textbook assignments. An announcement was published in the local newspaper to the effect that members of this class would be happy to do mimeographing, typewriting, mailing, and other clerical duties for organizations or individuals in the community. It was explained that the work would be done largely under supervision during class time, that there would be a nominal charge for work done, and that ample time should be allowed by "customers." Along with the newspaper publicity, letters were sent to several businessmen and other community leaders whose patronage was solicited.

Immediately, responses began to come in. During the years the plan has been in operation, work orders have come from neighboring communities in response to contacts made through local businessmen and civic leaders. It has been gratifying to retain, year after year, a group of faithful customers who come again and again with various types of jobs.

The Plan

In general the set-up is as follows: [1.] *Old customers* bring the work to school without any previous request as to whether it can or cannot be done at the time. They have found that 99 per cent of the time they can get their work done if they allow a reasonable time. *New customers* usually call the school office and their calls are referred to the teacher, who makes specific arrangements for bringing the assignment to school, and scheduling the tasks involved. [2.] When the teacher has had an opportunity to go over the work to be done, she plans the time schedule, determines who is to do the work, and decides what materials are to be ordered.

a. Some jobs, such as envelope addressing or folding and inserting letters may be class jobs—that is, all members of the class may engage in the work simultaneously.

b. Many jobs do not lend themselves to class execution and must be assigned to individual pupils. In such cases, the teacher tries to assign certain phases of the work to one pupil, the next phases to another pupil, and so forth. When the job involves mimeograph work, one pupil may cut the stencils, another run them off, and then a group of class members may do the collating.

e. Some jobs require a higher degree of skill, and demand selection of pupils capable of doing work of the highest quality.

d. Two or three pupils are trained to do most of the proofreading. The teacher accepts their "O.K." on work as final. These pupils have to accept responsibility and be thoroughly impressed with the importance of their particular job.

e. The completed work, with the accompanying bill, is sent to the school office so that the customer may call for it there at the time agreed upon.

Two or three comments should be made at this point about the financial aspects of this plan. As has previously been said, only a nominal charge is made. This charge is based on time consumed on the job, regardless of how many pupils are engaged in the work. (The only serious criticism of the plan that has come to the teacher's attention has been made by customers who feel that the charge is *too low*. These persons have argued that a higher rate per hour should be set and they frequently insist on paying more than is asked.)

Some customers provide their own paper, stencils, and other supplies. When school supplies are used, a record of each item and the quantity used is kept and the customer is billed for the cost. At the end of the school year the school is reimbursed from the class receipts for the total school supplies used.

The money earned by the class accumulates during the year and in May or June the members of the class go to New York on a Saturday to spend the day sightseeing. The trip is partially financed by the money the members of the class have earned.

It might be of interest to describe briefly some of the specific jobs which have been completed by various secretarial practice classes during the years this plan has been in operation.

1. When an inter-community forum program was being initiated, members of the class made about 500 telephone calls to individuals in the local community. (Since the local board of education was sponsoring this forum, no charge was made for services.)
2. All publicity for this forum for the three or four years it existed, was sent out by secretarial practice classes.
3. On several occasions as many as 100-200 individual letters have been typed for charitable organizations soliciting funds. Addressing envelopes always accompanies the typing of the letters.
4. Several jobs have involved the preparation of a large number of mimeographed copies of constitutions, by-laws, and other documents of such organizations as churches and women's clubs.

(Continued on page 38)

UNITED SERVICES

BASIC BUSINESS

HAROLD GILBRETH, Editor
RAY G. PRICE, Associate Editor

THEIR MONEY'S WORTH IN BASIC BUSINESS EDUCATION

Contributed by James W. Lloyd, East Tennessee State College, Johnson City, Tennessee.

Many business curricula found in secondary schools today ceased long ago to render adequate service to high school boys and girls preparing for the earning of a livelihood upon completion of their high school study or to aid them in developing an appreciation for and an understanding of the economy in which they live and to which they are called upon to contribute. Many curricula have reached their present state not as a result of planning but, of having, like Topsy, "just growed."

We, too often, in our planning have failed to take into consideration the basic needs of our students, with the result that our efforts have frequently proved ineffective. We have followed in the footsteps of tradition in not questioning seriously the adequacy of existing vocational instruction for meeting the needs of our students. Too often this has proved to be the path of least resistance. But in justice to tomorrow's business leaders whose training is entrusted to us today, to the taxpayers who support our public schools, to the parents of our students, and to ourselves, we must searchingly study our programs of instruction in an effort to determine whether or not they are contributing the optimum to the development of well-integrated and well-rounded individuals. This is not a challenge to business educators alone, but to all who are engaged in the education of youth.

Need for Balance in Business Curricula

The missing link in general education at the secondary school level is personalized economic education. Attention is given in varying degrees to intellectual, physical, civic, social, vocational, and spiritual development, but little or no attention is given to the student's economic development—to his ability to manage his economic resources in such a way as to assure the highest possible standard of living consistent with his abilities.¹

Many of our graduate schools and an increasing number of our teacher-education institutions are doing excellent work by directing attention to the lack of balance

¹Frederick G. Nichols, Professor Emeritus, Harvard University, address delivered at the Summer Business Education Conference, University of Kentucky, Lexington, July, 1948.

which too often exists in our high school business curricula. This condition often has resulted from poorly planned and administered basic business education classes or from the overcrowding of curricula with vocational skill-building courses to the neglect of a broader and more fundamental business education.

It is encouraging to note that business teachers in increasing numbers are improving the quality of their instruction in basic business and, as objective observations reveal a need, are soliciting the cooperation of their school administrators in dropping certain "traditional" business courses from the curricula in order to provide that basic non-vocational education which should be the experience of all persons. Still, many schools have found it impossible to provide an adequate program in basic business education because of the dearth of teachers who are adequately trained in this area. In this connection, institutions engaged in teacher education must accept a large share of the blame. Many of these schools have too long continued to place major emphasis on the skill subjects, together with certain specialized subject-matter fields, to the neglect of the area most in need of development. It is admittedly difficult for an inexperienced teacher, without sound guidance in the problems of organizing and directing study in basic business education, to build a challenging course which gives due consideration to the apperceptive backgrounds of the students and which results in better preparing them to emerge as well-integrated individuals into that vast network of economic activity—the business world.

It has been pointed out that characteristics of outmoded curriculum patterns include:

... the failure of many educators to recognize that one of the learner's chief drives is the desire to become independent of family dominance and support. Any curriculum that does not provide, through a sound program of occupational preparation, specific opportunities whereby young people may be able to declare their independence of family support fails to face the dominating drive of most learners.

... a further characteristic of the unrealistic curriculum is that standards have been set largely in terms of the ability of the upper fifty per cent of learners. Literally, millions of young people have gone through their entire educational experience without the satisfaction of a feeling of success because they have always been measured, not in terms of their own abilities, but in terms of the upper-level abilities.²

²Hamden L. Forkner, *Challenge to Curriculum Planners*, Seventh Annual Delta Pi Epsilon Lecture, December, 1948. Chicago, South-Western Publishing Company, 1949.

UNITED SERVICES BASIC BUSINESS

The providing of well-developed courses in basic business education perhaps does more toward alleviating these shortcomings than does any other single improvement. Adolescents cannot gain a feeling of independence until they are able to come to terms with their economic environment. This adjustment cannot be made until they have succeeded in gaining an objective, panoramic view of business activities and have therefrom gained a sense of direction which aids them in determining their status in relationship to the business world.

Extend the Laboratory into the Community

In planning a course of study in general business, it is necessary, in order to provide the maximum in rich experiences for the pupils, that the teacher not limit himself to published source materials, but that he extend his laboratory into the school community and develop the many potentially valuable resources which are available there. Nowhere can more learning be derived from scientifically employed field trips, guest speakers in the classroom, films, group study, and individual research than here; nowhere can students be provided with greater opportunity for the maximum development of their hitherto latent interests; nowhere can there be provided greater challenge to their capacities; nowhere can individual differences in ability be better attended.

Course Placement

There seems to be no general agreement as to the grade level at which students can profit most from a study of basic business. This probably results from the varied opinions regarding the subject matter to be treated and its manner of presentation. However, it would seem that problems in this connection could be solved by insuring homogeneity among the students.

It seems clear that under no condition should the students in a basic business class represent more than two consecutive grade levels, and preferably all should be of the same grade classification. Valuable training can be given on the ninth-grade level, but care should be taken not merely to offer a "watered down" twelfth grade course. If a basic business course is to be provided for ninth-grade pupils, then it seems highly desirable to offer at least one semester of additional training during the twelfth year. Especially does it seem desirable to provide assistance for twelfth grade pupils in solving the consumer problems which they will face, in varying degrees of complexity, upon graduation from high school.

If basic business education is to be made available only to eleventh- and twelfth-year students, a more comprehensive program can be provided. This arrangement would seem especially desirable in those schools which provide for a core curriculum, and where basic business education constitutes a portion of the core.

M A Y , 1 9 5 0 :

The following outlines of suggested units of study in basic business education for ninth- and twelfth-year pupils has met with the approval of a number of teachers in the field. It is believed that these topics are of sufficient importance to warrant major consideration by all pupils.

TOPICS FOR STUDY IN BASIC BUSINESS EDUCATION

Ninth Grade

- Unit I: The Meaning of Business
- Unit II: Money and Banking Services
- Unit III: Provision for Financial Emergencies
- Unit IV: Social Security
- Unit V: Communications
- Unit VI: Travel and Transportation
- Unit VII: Filing and Indexing
- Unit VIII: Business Ethics
- Unit IX: Occupational Opportunities

Twelfth Grade

- Unit I: The Nature of Business
- Unit II: Sources of Business Information
- Unit III: Banking Systems
- Unit IV: Credit
- Unit V: Business Ethics
- Unit VI: Risk-bearing
- Unit VII: Tax Systems
- Unit VIII: Business Organization
- Unit IX: Business Cooperatives
- Unit X: Business Functions
- Unit XI: Government and Business Relationships
- Unit XII: Application for a Job
- Unit XIII: Vocational Guidance

A course of study centering around topics of such immediate concern to pupils cannot, if skillfully guided by the teacher, but encourage enthusiastic responses. Pupils will receive their money's worth in basic business education through newly acquired appreciation for the functions of business and through a better understanding of the profitable and wholesome relationships between the business world and the well-adjusted individual.

Typewriting

(Continued from page 26)

the 2-minute level, and the 5- to the 20-minute level, etc., and "just point off." Simple? And the pupils love it.

NOTE: Teachers who do not care for the line by line methods can try this:

484

school, students tend to rate on the basis of how many words/

66

81

a minute they can type under/

38

81 minus 66 plus 28 (38 minus 10) plus 484 = 527 strokes.

Or this:

484

on the basis of how many words a minute they can type under/

25

68

68 minus 25 plus 484 = 527 strokes.

UNITED SERVICES

DISTRIBUTIVE OCCUPATIONS

WILLIAM R. BLACKLER, Editor
JOHN A. BEAUMONT, Associate Editor

FORUM SALESMANSHIP SAVINGS BANK

Contributed by Willard M. Thompson, Assistant Professor of Business Administration, Sacramento State College, Sacramento, California.

Editor's Note: Mr. Thompson is the cashier for the fifth deposit in the new monthly section, "The Salesmanship Savings Bank." FORUM readers are invited to become depositors and share in the gains to be withdrawn from each issue.

Deposit number five brings up the question: How can price objections be answered most effectively? The example given here is of an unusual type. A customer objects to price because it is too low.

Problem:

A co-op student recently reported a customer who wanted a certain jacket but objected because the price was less than she expected to pay. Here is the problem as the student described it.

A customer's ten-year old son tried on a jacket. It fitted the boy and apparently both mother and son were pleased. However, when the mother learned the price (\$9.95), she exclaimed, "Oh, I want something better than that." There were no higher priced jackets in stock and, therefore, no sale was closed.

How can such an objection to price be removed?

Answer:

Customers occasionally object because the price is lower than they expected it to be. Such an objection is an obstacle in the mental path to decision and it must be completely removed before a person can buy with confidence.

Objections to low price stem from generally accepted beliefs that "You get what you pay for" and "Price indicates quality." Consequently, they may be answered by justifying the low price.

For example, if a store is recognized for its low prices, a salesperson might answer this price objection with, "You expected to pay \$15.95 for a jacket like that, didn't you? One great advantage of buying in this store is that you do save money."

If price has been reduced or if the jacket is one of a special purchase, a salesperson might say, "That jacket is often priced five dollars higher. You might just as well enjoy the extra savings. Don't you agree?"

Objections to low price may also be removed by further assuring customers that they should buy even though the price is lower than expected. For example, a salesperson might respond, "This jacket is made of material recommended by the U. S. Air Corps. You know, the Air Corps uses only the best." Or if the jacket is popularly styled, "This is the official Dick

Tracy jacket which is all the rage with school children now. You know how those fads spread."

"Yes but," retorts the skeptical salesperson, "All merchandise does not have characteristics which provide such ready replies to customer objections."

Products are like people. They all have some desirable characteristics but you must get to know them before you learn to appreciate their fine qualities.

Salespeople who get well acquainted with their merchandise have plenty of facts on which to base ready replies to price objections whether the price is too high or too low.

Principles Involved:

1. Price objections should be met squarely and answered. They should not be avoided by introducing other merchandise.
2. Effective answers to objections are often based on old, generally accepted beliefs.
3. Answers to objections can often be worded so that the customer's logical reply is "Yes."

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UNITED SERVICES

OFFICE STANDARDS AND COOPERATION WITH BUSINESS

ERWIN M. KEITHLEY, Editor
ARTHUR S. PATRICK, Associate Editor

HOW CAN WE EFFECTIVELY DEVELOP PERSONAL TRAITS FOR EMPLOYABILITY

Contributed by Margaret E. Flournoy, Instructor, Secretarial Training, Department of Business Education, City College of San Francisco, San Francisco, California.

"We must make the schools make sense," declares Dr. Kenneth Oberholtzer, Superintendent of Schools of Denver, Colorado, from his place of honor on the front cover of a recent issue of TIME MAGAZINE. Dr. Oberholtzer's philosophy, as stated in the TIME article, follows the principle that it is the duty of education to teach such subjects and in such ways as to best prepare young people to live happily and productively in their communities and in their broader environment. This duty is particularly pertinent as it applies to business education.

To find the needs of the employing public, business education can do and does use procedures similar to those of modern industrial enterprises. Nor does it neglect the findings of industry as they show trends in public and consumer demand. One such trend, as illustrated by the automobile market, has meaning to business education. In the automobile business, as everyone knows, it was found years ago that the public wanted more than a good, high-powered motor. Through surveys and by his purchasing habits, it was found that Mr. Public wanted a *good-looking* car that would add to his prestige, so automobile manufacturers gave him the things he wanted.

Business educators, too, through their organizations, are likewise constantly conducting surveys to find out what their public, the employer, wants. In thousands of committee meetings and at hundreds of conferences and conventions, business executives and personnel managers have been invited to tell business teachers what their requirements are and what they need and hope to find in applicants for the positions they have to offer.

Through the exchange of ideas between business and schools, administrators and teachers of business education have, by and large, been turning out students proficient in the *technical* skills. Through research and experimentation they have developed satisfactory methods by which those students with the will to learn and an average intelligence are able to acquire these skills. In other words, they have been able to produce what compares to a good, high-powered motor.

Of recent years, however, employers, like consumers, have been raising their sights. Just as motor-car buyers

have been calling for extra features to increase their own well-being and efficiency, so employers are looking for applicants with those human qualities which contribute to the prestige of the business, to a frictionless and smooth-running organization, and to customer appeal. One personnel manager of a large insurance company, speaking to the California Business Education Association, stressed particularly the new emphasis being placed on human relations by his firm. He referred to the personal qualities his company is looking for, in addition to technical ability, as the "social skills."

Business teachers have long been conscious of the importance of personal traits in the employment picture. In their classes in their own ways they have been doing all they could to help bring out in students those personal qualities which are recognized as necessary to successful progress on the job. However, these teachers know particularly when their classes are large, that they do not have the time for analyzing individual cases, for giving the required "how-to-do" information, or for the check on results essential to making efforts at personality improvement effective.

To meet the demands of their employing public, therefore, business teachers are today reviewing their present practices and re-examining their approaches to the problem to see whether they can do more for their students in helping them to acquire those personal traits.

The personnel man quoted above, who referred to desirable personal traits as "social skills," brought out an idea that is worth considering. In the past, personality and behavior have often been thought of in somewhat the same light as moral qualities—to be inculcated by exhortation. But "telling" students that they *should do* some things and *should not do* others ignores the fact that good behavior patterns are acquired in much the same way as are any of the commonly recognized skill habits and that the same learning techniques that are successful in producing mechanical and technical skill can be applied as well to the developing of acceptable personality traits and behavior habits. Business teachers know and understand how skills are taught; they know that skills cannot be taught by the "telling" or lecture method alone, and that *participation* and *practice* are component parts of the skill-producing process. The application of skill-building techniques to personal training makes it easier to handle, more interesting, and more fruitful of results.

Some very important contributions toward the teaching and learning of skills were made during the war by research carried on in Job Instruction Training (usually referred to as J.I.T.). While the procedures thus de-

UNITED SERVICES

OFFICE STANDARDS AND COOPERATION WITH BUSINESS

veloped are not new to teachers of skill subjects, a brief statement of them may indicate how skill-producing techniques can be applied to personal training.

Government teachers were advised to reach the learner through as many avenues of perception as possible. The objectives of the program were (1) to create *interest*, (2) to establish *understanding*, (3) to provide for *participation* and *practice*.

Special workshop activity classes, with programs planned and organized on skill-training procedures, can do more than the scattered efforts of classroom teachers, no matter how well-meaning they may be. Such course names as "Business Relations," "Employment Training," "Personal Training for Business," omitting the word "personality," tend to overcome the misunderstanding which the popular use of that word has brought about.

Following the J.I.T. plan, *interest* building is the first step in the program. Class discussions give an opportunity for those with some job experience to contribute ideas. A former student, now successfully employed, may be called in to speak of his experiences and tell what he has learned of the value of personal traits and habits. Outside reading reports will help students to

understand the monetary and social advantage to them of a high level of social skill. An attempt should be made to arrive at conclusions through the expressed opinions of members of the class.

Understanding may be promoted through the use of verbal and written instructions illustrated by graphs, films, and phonograph recordings. Good procedures may be demonstrated by the teacher, or by students with some initial skill. Students may be taught methods of self-evaluation and critical analysis by setting up, through class discussion, standards against which they can measure themselves. They may then be rated by fellow students, teachers, or part-time employers. Thereafter, plans for self-improvement can be worked out by each student, but the class must be shown how to break down such general terms as "responsibility" and "initiative" into definite, specific acts to which they can direct their efforts in a practical and demonstrable way. Some means of keeping a record of "action" such as the Franklin Daily Reports is useful to focus the student's attention upon overcoming his particular shortcomings and establishing new habit patterns.

(Continued on page 40)

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BOOK REVIEWS

JESSIE GRAHAM, Editor
HYLA SNIDER, Associate Editor

Problems in Personnel Administration, by Richard P. Calhoon, Harper & Brothers, 1949, 540 pages, \$4.00.

AS THE title suggests, the approach to the understanding of a personnel program is developed here chiefly through the presentation of problems drawn from current practice in business. An attempt is made to familiarize the prospective personnel worker or administrator with issues to be considered in building and maintaining an organization, and in so far as it is possible, to permit him to participate in realistic situations and to develop skill in the appraisal of commonly found organizational procedures.

Personnel functions, operating within or without a specialized department, are discussed in detail, as are requisites for success for those who hold either major or minor administrative positions in the personnel field. Intelligence, sound thinking, and flexibility are included among attributes needed in any position where growth is expected.

One of the objectives emphasized is that of developing skill in effective presentation of written communications—in projecting company policy and points of view, or in making facts known to employees and to the community. It is pointed out that the media used—the handbook, the periodical, the newspaper, or other device—may be a detriment or a benefit in the matter of securing employee support and understanding. The importance of maintaining good community relations is described, and the promotion of genuinely friendly feeling among customers, competitors, and others in the immediate vicinity, is mentioned as a major objective of a public relations program.

The author's considerable experience in the field is reflected in his critical appraisal of the administration of personnel, and in his constructive suggestions for developing sound relations within an organization.

Printing and Promotion Handbook, by Daniel Melcher and Nancy Larrick, McGraw-Hill Book Company, 1949, 386 pages, \$6.00.

THE GROWING field of public relations and the ever-recurring necessity for printed communications present a variety of problems to school administrators and business executives in both large and small organizations. A practical approach to such problems may be gained through the new reference, *Printing and Promotion Handbook*, which reflects the experience of its two authors, and their ability to help others find solutions to problems.

Reliable information from a helpful checklist to be consulted before entering upon any

job, to directions for handling production from its inception (the idea) through the techniques of preparation and production to final disposal (shipment by mail, express, or freight), is packed within this book. In subject matter, there is coverage from "AAs" (author's alterations) to "zinc plating." Method, medium, distribution, and cost are discussed in reference to decision-making as to the "one best process."

A careful consideration of the factors which enter into the maintenance of balance between quality and cost should result in a lessening of the clash which often exists between producers and consumers of printed material; and, since the fine line which separates mediocrity and distinctiveness in printing is not entirely one of cost, study may be rewarded in the reflection of that ephemeral quality "good taste."

In the planning and execution of any type of promotional material, there is always room for experimentation and improvement, even for the seasoned worker. There is no formula for effective communications, and no substitute for craftsmanship. In printing, as in architecture, the wrong decision may be a very costly one. The authors of *Printing and Promotion Handbook* point to ways of lessening errors resulting from lack of information and from bad judgment.

For a more complete treatment of certain topics, a bibliography has been printed.

Manners Made Easy, by Mary Beery, McGraw-Hill Book Company, 1949, 327 pages, \$2.40.

BASED on the thesis that "social growth should keep pace with physical and academic growth, *Manners Made Easy* describes appropriate conduct for young people in many facets of everyday life, from the intimate associations of home and school to the wider area of social behavior in public places.

Dealing with matters of intense interest to teen-agers, this book will find a ready-made audience among the adolescent group, since it is at this age level that the desire for security in the social milieu assumes major significance. Acceptance by one's associates, assurance in "knowing one's way around," confidence in being "one of the crowd"—these are among the important elements in providing security, about which Miss Beery writes in a remarkably easy, frank and sincere fashion.

Matters of concern to boys and girls are treated with equal interest. The young of this generation are instructed in regard to situations of this age, as well in the well-defined conventions common to each generation. It is possible here to learn of essential behavior in a variety of situations.

BOOKS RECEIVED

Fundamentals of Advertising, by Edward J. Rowse and Carroll A. Nolan, (Fifth edition), South-Western Publishing Company, 1950, 403 pages, \$1.65.

THE FACTUAL approach to advertising and its application in both large and small businesses, the clear presentation of principles and procedures, and the illustrations, problems, and projects, are commendable features of this text for secondary school students.

Ten Key Adding Listing Machine Course, by Peter Agnew and Raymond C. Goodfellow, South-Western Publishing Company, 1950, 100 pages, 54 cents.

CLEAR directions and well-organized problems, accompanied by illustrations of variety of machines, are combined for ease in instruction and operation of listing machines.

Key-Driven Calculator Course, by Raymond C. Goodfellow and Peter L. Agnew, South-Western Publishing Company, 1950, 154 pages, 66 cents.

MATERIAL for the calculator has been developed for processes and problems covering sixty jobs, some of which are planned for the measurement of speed and accuracy. Additional job and speed tests are available.

Business Letters That Click, by the Editors of Printers' Ink, Funk and Wagnalls Co., New York, 1948, 380 pages, \$5.

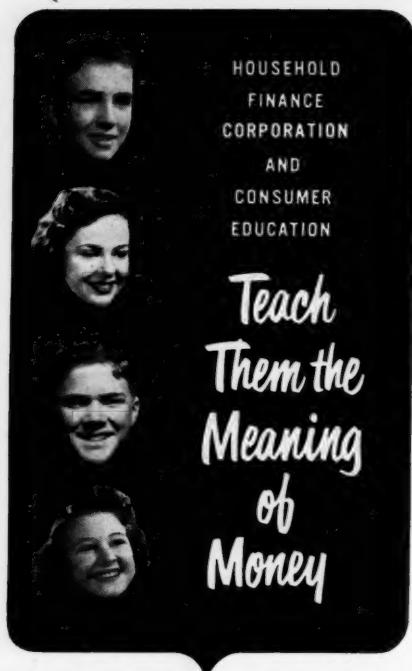
"SINCERITY, timing, and tone, when successfully employed are more resultful than static rules of letter-writing," say the editors in this book illustrated with 325 "successful" examples of business letters.

The results of the use of these actual letters are included in the editors' comments. This is more than a collection of letters, the text material is equally valuable—a practical book to guide the writer.

Office Practice, by Office Training Coordinators and Teachers of Michigan (under direction of Dr. Irene Place), University of Michigan, 1950, 193 pages, \$1.75.

THIS one-semester course for the high school curriculum covers fourteen units of instructional material, arranged by topics for daily lessons, for which reading assignments, questions, drills and problems have been prepared. Included under "tips to teachers" are additional references and optional procedures.

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Modern Teaching Aids

(Continued from page 31)

5. The present class members have as a regular responsibility this year the mimeographing of bi-monthly bulletins (16-20 pages each) of the Eastern New York Gladiolus Society (200 copies of each issue of the bulletin are required.)
6. Financial reports are duplicated; stencils already cut are run off (recently a set of 50 stencils of construction specifications and plans was brought in to be run off—20 copies of each); old diaries and letters are copied, usually with carbons. These are a few of the miscellaneous jobs done under this plan.

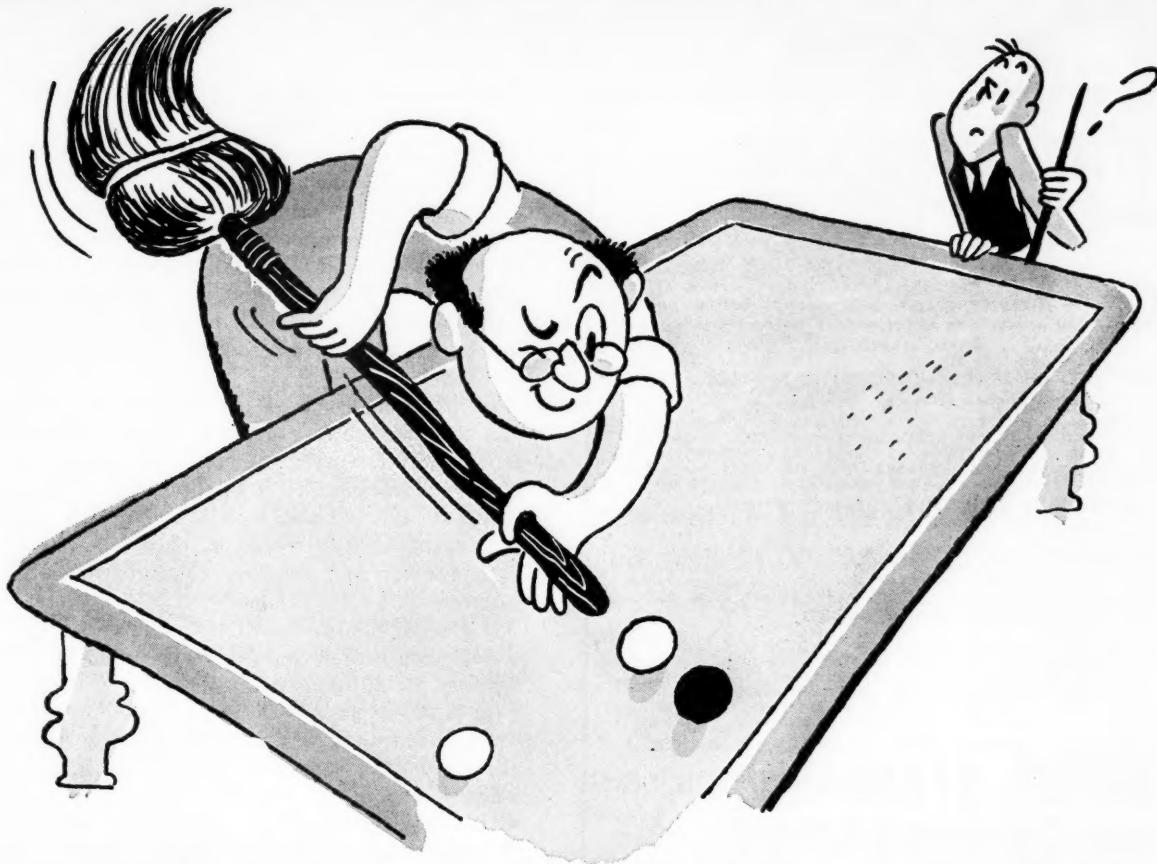
In reporting on any such class activity it would be completely misleading to imply that the plan always works smoothly and satisfactorily. There are certain "headaches" and disadvantages. Among them are:

1. Capable pupils undoubtedly derive more benefit than do the less capable pupils because the former succeed in turning out a greater volume of work, of a greater variety, more efficiently.
2. Sometimes the so-called "outside" work does interfere with routine class work, but if customers allow sufficient time for their jobs to be done, an adjustment of the work can usually be made without too much difficulty.
3. There are times when the teacher has to step in and "take over" in order to get work done on time. In such cases, when the work is definitely not that of the pupils, customers are so informed, since it seems to be unfair to both customers and pupils to "pass off" the teacher's work as that of the pupils.
4. When a job can be worked on by only a few pupils at a time, a problem is created in planning class activities for the other members of the class.

The program has several outstanding advantages:

1. Pupils develop a greater sense of responsibility and a deeper feeling of pride in their work when it consists of material to be used—not material to be marked and then thrown in the wastebasket.
2. Pupils come to realize that all the textbook theory is not just material to fill the printed page, but that the theory becomes practice "on the job."
3. Many of the jobs can be used by the teacher for instructional purposes. When a job involves mailing, for instance, there is an opportunity for the teacher to instruct the class about postal rates, sorting the material according to addresses, and the like.
4. Pupils develop an interest in community activities and become better acquainted with leaders in these activities.
5. Community leaders, on the other hand, are made aware of what the school is trying to do to train young people for jobs.
6. The teacher is provided with an opportunity for interpreting her efforts in the classroom and for recommending individual pupils to prospective employers.

To some teachers, using community resources may mean a series of class trips to local business offices, or talks by local businessmen. To others, it may mean providing some practical experience for pupils by getting them jobs in local business offices on a part-time basis. The writer agrees with these interpretations and has applied them in her own situation. She believes that the plan outlined above will also be effective in using community resources. It brings together the community and one special department of the school in a way that proves profitable to all concerned.



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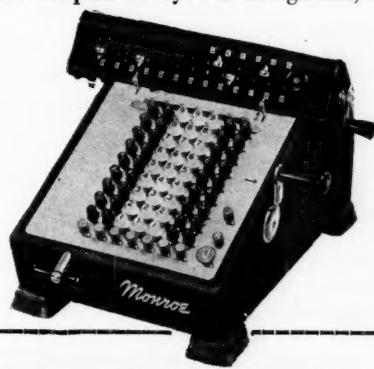
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by Leslie

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THE TEACHING OF BOOKKEEPING

by Selby

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Office Standards

(Continued from page 36)

The workshops then proceed to *participation and practice*. Informal dramatizations and activity programs may be arranged to promote better personal expression through posture, voice and speech, grooming, dress, and business and social etiquette. "How-to-do" information will have to be presented and demonstrated. Audio-visual aids may be utilized and are valuable as models for similar dramatizations in which the students themselves take part.

Probably no one book can provide all the information and material necessary for a workshop-activity course. However, reference reading should be related to actual class performance as much as possible. Mimeographed forms for scoring and rating, and for the student's use in keeping a daily record of performance, help to give both teacher and student a tangible measurement of progress.

Although the few months of training provided by such a workshop course cannot greatly alter deep-seated personality maladjustments, with a few exceptions students gain sufficient understanding to evaluate themselves with some objectivity, while the practice performances and the knowledge that they are doing things "the right way" shows up in greater confidence and in improved attitudes. This program, then, based as it is upon *interest, understanding, participation, and practice*, enables the student to make the techniques of personal skill a part of his way of doing. He has experienced a preview in action of situations and problems common to young workers, and has acquired considerable ability in those aspects of human relations that will be met in the business world.

Such a program brings benefit to the school in the reputation and good will that well-trained students build in the community. In addition, a follow-up program after placement gives the school the opportunity to explain to employers what the school is doing and to constantly improve its training to meet their needs. With this sort of liaison between the employer and the school, it should be possible to organize personal training courses so that they are practical and so that, as Dr. Oberholtzer recommended, they "make real sense."

Bookkeeping

(Continued from page 28)

serve as a sound foundation for advanced courses in high school or on the collegiate level. Proper attention to orientation in elementary classes under a teacher who is reasonably familiar with modern accounting requirements will do much to encourage and direct competent pupils into this field, and to aid them in selecting the most appropriate schools or institutions in which to secure the necessary vocational or professional training.

It is sometimes contended that separate classes should be set up for pupils interested in the general aspects of bookkeeping and for pupils interested in the vocational aspects of bookkeeping. In the large school where the number of pupils enrolled makes it possible to do so, such a plan may be desirable. Separate classes usually

are not feasible in the smaller schools; besides there is the difficulty of knowing how to make the segregation of pupils. One purpose of a beginning class in most subjects is to help the pupil find himself and thus decide if it is a field in which he should continue. The more practical plan in beginning bookkeeping is to select instructional materials that will contribute most to the general and personal-use values, and at the same time serve as a sound foundation for later advanced study of the more technical phases by the vocationally minded pupils.

In order to make the teaching of bookkeeping serve the broad and varied objectives along lines that have been suggested, there is a growing shift in teaching procedures and in the type of instructional materials used, particularly for elementary or introductory classes. All too often in the past the first emphasis has been upon mechanical forms and clerical details, apparently with the implied assumption that all beginning bookkeeping pupils were potential bookkeepers and accountants. Attention was focused upon rules and formulas instead of principles, with the result that pupils failed in applying them to practical problems unless certain formal account titles and patterns were used. It was not unusual, for example, to find top-grade pupils in bookkeeping classes who experienced difficulty when called upon to keep records and make a report of pupil club finances or of a school entertainment project.

Today, progressive business teachers more and more are introducing personal, project, and other informal business records for their personal-use values in introductory courses. At the same time, they use them as a basis for teaching some of the bookkeeping forms and principles that will be employed in the more complete commercial records and reports to follow. Also more stress is placed upon understanding the character and purpose of business records and how the results are interpreted and used in the management of a business, with less emphasis upon mechanical details, arbitrary rules, and entry forms. Likewise there is a growing tendency to defer any extensive study of the more technical aspects of bookkeeping to the advanced classes; this includes highly specialized journals, controlling accounts, sub-divided expense accounts, complicated adjustment entries, reversing entries and other procedures that are of immediate concern to professional bookkeepers only. Many teachers prefer to introduce the application of debits and credits directly in the special journals such as cash, with which most pupils are familiar rather than through the traditional general journal which is now seldom used in business for the recording of original entries.

On occasion, the competent teacher does not hesitate to go outside of the particular textbook used to obtain practical exercise materials from the community that is within the immediate interests and experience of pupils. All of this may be done in elementary classes without any lowering of standards or deviation from fundamental principles. Instead, through aroused interest, the pupil will learn to appreciate even more the need for clerical accuracy and for the technical details which will be developed more fully in advanced classes.



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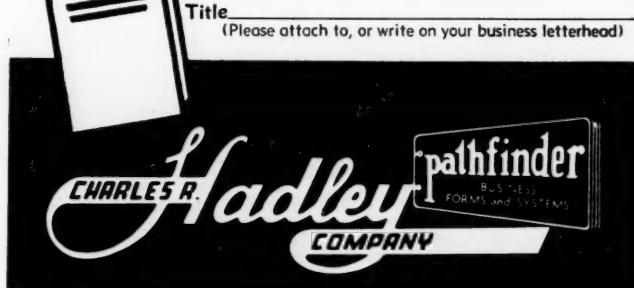
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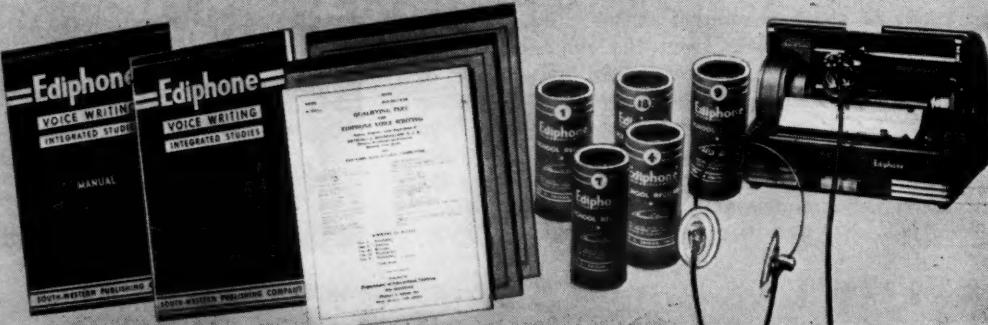


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KNOW YOUR REPRESENTATIVE ASSEMBLY

The forward-looking business educators who conceived UBEA as the integrating and unifying force in business education also created the Representative Assembly as the governing body of the Association. The UBEA Representative Assembly is the instrument through which each affiliated association may have a voice in the formulation of policies, plans, and activities of the national association. Each affiliated business education group with membership up to fifty is entitled to one delegate to the Representative Assembly. Any affiliated group with more than fifty members is entitled to two delegates. It is anticipated that all associations will find it possible to have representation at each of the annual meetings.

Since conditions vary widely throughout the United States, there is no prescribed pattern for naming delegates to the Representative Assembly. Some affiliated associations elect the delegates at the annual meeting or in executive committee sessions. Others find it necessary to empower the president or officers of the association to appoint the delegates to the Representative Assembly. Often, business teachers who are delegates to the NEA Department of Classroom Teachers or the NEA Representative Assembly volunteer to represent the UBEA affiliated association while serving as delegates to one or both assemblies. It is understood that each delegate must be a member of both UBEA and the affiliated association. The 1948 Representative Assembly recommended that whenever possible, the president of the affiliated association and the UBEA membership chairman be given first consideration when delegates are chosen.

The UBEA Representative Assembly convenes annually, usually in the same city and on the week-end preceding the annual meeting of the NEA Representative Assembly, which is held the first week in July. Meetings are open to all UBEA and NEA members and their guests, but only delegates may vote. The first meeting of the UBEA Representative Assembly was held in Cleveland on July 4, 1948. Approximately one hundred persons attended the sessions with seventy-six per cent of the affiliated associations represented. Boston (1949), St. Louis (1950), and San Francisco (1951) are the cities selected for succeeding meetings.

Among the items on the agenda for the annual meetings are: [1] reports of the presidents—UBEA, Administrators' Division, Research Foundation, National Association of Business Teacher-Training Institutions, United States Chapter of the International Society for Business Education, and the affiliated associations; [2] reports of the UBEA executive secretary, treasurer, and chairmen of standing committees; [3] recommendations concerning policies of the Association; and [4] adoption of resolutions. Three or four discussion groups are provided for delegates to study proposals and prepare recommendations concerning special problems of the united associations. The agenda for the Representative Assembly is prepared by the officers of the Association who submit it to the delegates and members of the National Council for Business Education thirty days prior to the meeting. Proposals affecting the policy of the united associations may be submitted to the executive secretary or to any member of the National Council for Business Education six weeks in advance of the annual meeting of the Representative Assembly. Proposals affecting constitutional changes must be accompanied by twenty-five signatures of regular and professional members of the United Business Education Association.

The Representative Assembly derives special importance from the fact that under the UBEA plan, the policies of the United Business Education Association are left to the affiliated organizations. This democratic method of action provides for a group large enough to represent the various areas of the nation and of the profession, yet small enough to transact the business of the Association.

May the great gains made during the first years of the affiliation program inspire us to increase our effort to further unite under one banner and march forward together. The co-ordination of activities and professional effort by the united associations will hasten progress toward the goal we seek for all—better business education.

UBE A IN ACTION

NEWS, PLANS, AND PROGRAMS OF DIVISIONS

NABTTI

Various committees of NABTTI are planning their future activities and objectives. The brochure committee under the leadership of George Wagoner of the University of Tennessee, is making progress and will report soon. The budget committee composed of John Rowe, Hollis Guy, and Harry Huffman will meet this month to prepare the proposed budget for 1950-51. The convention program committee composed of Harry Huffman and Peter L. Agnew is already at work in planning next year's meeting. The committee on certification has already begun to study the problem of certification requirements of business teachers.

The next meeting of the Executive Board of NABTTI will be in St. Louis during the meeting of the UBEA Representative Assembly.—E. C. MCGILL, President, NABTTI.

ISBE

H. O. Damgaard-Nielsen, President of the Board of the Danish Section of the International Society for Business Education, has just released the program for the annual international conference on business education. The meeting of the Society is to be held in Copenhagen, Denmark, beginning July 24 and running through the 5th of August.

The conference will stress education and economics in Denmark and will include not only lectures but trips to various industries in Denmark. It will also provide an opportunity to learn about the cultural resources of this interesting country. There will be a tour of Copenhagen and its harbor, a tour of the castles in North Zealand, especially the one made famous by Shakespeare in *Hamlet*, and a two-day trip by steamer to Jutland, which is the mainland of Denmark.

All lectures will be delivered in English, French, or German. A printed résumé of each lecture will be available in each of the three languages.

The United States Chapter of the International Society, a Division of UBEA, should have a number of representatives at this important conference. It is hoped that several of the affiliated organizations will be able to raise funds from members and businessmen to send delegates.

Delegates will need to figure on approximately \$180 for the cost of the two-week stay in Copenhagen. This will cover the cost of hotels, meals, transportation on the tours, and miscellaneous expenses. The Danish committee will need to know by May 15 the number of persons to plan for. In order to clear all of the UBEA representatives through one channel, it is requested that you direct your inquiries and application for designation as a delegate to Professor Hamden L. Forkner, Teachers College, Columbia University, New York 27, New York. (Editor's note: Professor Forkner is President of the United States Chapter and is thoroughly familiar with the procedures for securing passports, visas, and other details.)

If a number of persons plan to go, arrangements may be worked out for the group to travel to other points of interest at low cost. For example, it would be advisable while at Copenhagen to take the short run to Stockholm and, either on the way to Copenhagen or on the way back, to stop in London and possibly Paris.—HAMDEN L. FORKNER, President, U. S. Chapter of the International Society for Business Education.

Occupied News Notes

Any member of ISBE who is interested in securing free of charge copies of the Occupied News Notes (on Austria, Germany, and Japan), may do so by asking that his name be placed on the mailing list. Please address request for the notes to: Commission on the Occupied Areas, American Council on Education, 744 Jackson Place, Washington 6, D. C., attention of Mrs. Myers.—DOROTHY H. VEON, Secretary, U. S. Chapter of International Society for Business Education.

RESEARCH

The Research Foundation of the United Business Education Association is planning to study the extent to which the *Students Typewriting Tests* are being used by teachers throughout the country. These tests are sponsored by UBEA and are prepared by the Theta Chapter of Delta Pi Epsilon at Indiana University. They were formerly published by the Typewriter Education Research Bureau.

Questionnaires will be sent to State UBEA Research Chairmen who will be requested to supply information concerning the manner in which the tests are utilized and the results obtained. This

study is expected to reveal their value in typewriting classes and thus encourage their use by teachers who have not tried them. Because the tests indicate not only the ability of the typist to work with straight copy, but also his ability to perform under office conditions, they are considered to be excellent indexes to the office performance of the typist following graduation.

Teachers using the tests are urged to report their findings to the State UBEA Research Chairman or to the UBEA Executive Secretary.—RUSSELL N. CANSLER, Vice President, Research Foundation.

Suggested Study

A number one research problem in business education of the secondary school—perhaps the number one problem—is in regard to general or basic business education. It appears very likely that during the next ten years the business phases of general education will comprise a major part of the program of business education in at least grades nine through eleven of the secondary school.

The U. S. Office of Education has announced that the enrollment in grades nine through twelve of public and private secondary schools is expected to advance from 6,240,000 in this school year to 8,348,800 in 1959-60 or an increase of about 34 percent. And it is anticipated that an increase of like proportion, if not greater, will occur in grades thirteen and fourteen of the post-secondary schools of many kinds. With this upgrading of the general level of education in this country, the vocational phase of business education will likely be extended in a marked degree to grades twelve through fourteen and consequently the development of the general educational phase of business education should become especially significant in grades nine through eleven, although of course not limited to these grades.

Two years ago the Business Education Service of the U. S. Office of Education engaged M. Herbert Freeman of the State Teachers College, Paterson, New Jersey, to make a national study of the situation in general business education. This study is almost completed, and hence it is hoped that at least a preliminary report of it will soon be available to serve as an essential and a useful guide in planning and conducting urgently needed researches in connection with this number one problem of business education.—PAUL S. LOMAX, President, Research Foundation.

AFFILIATES IN ACTION

In this section of the UBEA FORUM, affiliated and co-operating associations are presented. The announcements of meetings, presentations of officers, and descriptions of special projects should be of interest to FORUM readers. An affiliated association is any organized group of business teachers on the local, state, or regional level which has officially united its activities with UBEA. A co-operating association is defined as one for which the UBEA National Council for Business Education has established a Co-ordinating Committee.

Affiliated Associations

Akron Business Education Association
Alabama Business Education Association
Arizona Business Educators' Association
Arkansas Education Association, Business Section
California Business Education Association
Chicago Area Business Educators' Association
Colorado Education Association, Commercial Section
Connecticut Business Educators' Association
Delaware Commercial Teachers Association
Florida Education Association, Business Education Section
Georgia Business Education Association
Houston Independent School System, Commercial Teachers Association
Idaho Business Education Association
Illinois Business Education Association
Indiana State Teachers Association, Business Education Sections
Inland Empire Commercial Teachers Association
Iowa Business Teachers Association
Kansas Business Teachers Association
Kentucky Business Education Association
Louisiana Business Teachers Association
Maryland Business Education Association
Mississippi Education Association, Business Education Section
Missouri State Teachers Association, Business Education Section
Montana Business Education Association
Nebraska State Education Association, District 1, Business Education Section
New Jersey Business Education Association
New Mexico Business Education Association
North Carolina Education Association, Business Education Section
North Dakota Education Association, Commercial Education Section
Ohio Business Teachers Association
Oklahoma Commercial Teachers Federation
Oregon Business Education Association
Pennsylvania Business Educators Association
Philadelphia Business Teachers Association
South Carolina Business Education Teachers Association
South Dakota Commercial Teachers Association
Southern Business Education Association
Tennessee Business Education Association
Texas State Teachers Association, Business Education Section
Tri-State Business Education Association
Utah Education Association, Business Education Section
Washington, Western Commercial Teachers Association
West Virginia Education Association, Business Education Section
Western Business Education Association
Wisconsin Education Association, Commercial Section

Third Annual Representative Assembly to Meet in St. Louis

The United Business Education Association and affiliated organizations will hold their third annual meeting of the Representative Assembly at the Jefferson Hotel in St. Louis on July 3-4. Regional, state, and local affiliated associations are urged to send the full quota of delegates. The schedule of meetings follows:

Condensed Schedule of UBEA Meetings

July 2, 1950

9:00 - 11:45 a.m.—First Meeting of National Council for Business Education (UBEA Executive Board)
12:15 - 1:30 p.m.—Special Luncheon Group Meetings
1:30 - 5:00 p.m.—Second Meeting of National Council
8:00 - 9:30 p.m.—First Meeting of UBEA Representative Assembly*
9:30 - 10:30 p.m.—Informal Reception*

July 3, 1950

7:45 - 8:30 a.m.—Special Breakfast Group Meetings
9:00 - 9:45 a.m.—Second Meeting of Representative Assembly*
12:15 - 1:30 p.m.—Fellowship Luncheon*
1:30 - 2:50 p.m.—Third Meeting of Representative Assembly
3:00 - 4:45 p.m.—Special Meetings for Sponsors of FBLA Chapters, Presidents of Affiliated Associations, UBEA FORUM Staff, and Action Committees
5:00 - 6:00 p.m.—Coffee Hour*
8:00 - 10:00 p.m.—Final Meeting of National Council for Business Education

*Open to members of UBEA, NEA and affiliated associations.



The Southern Section of the California Business Education Association met for its mid-year convention at the Huntington Hotel in Pasadena. Officers and guests standing are (left to right): Frances Byrne, Los Angeles; Claude E. Wilson, Los Angeles; Dolores W. Stevens, Rosemead; A. D. Trotter, Santa Monica; Robert S. Hicks, Rosemead; M. Bernadine Bell, Sacramento; Ralph R. Snyder, Fullerton; Mildred Lee, Alhambra; and J. E. Hollingsworth, Long Beach. FBLA guests are in the lower right corner.

AFFILIATES IN ACTION

Southern

The 1950 convention of the Southern Business Education Association will be held at the John Marshall Hotel in Richmond, Virginia, on November 23-25. An outstanding program is being planned to provide information and inspiration for developing and using individual initiative. Businessmen, statesmen, administrators, teachers, and students will be among the participants. Arthur L. Walker, Business Education Supervisor in Virginia, is local chairman.

To revive a good old custom, an informal Fellowship Dinner will be held on Thanksgiving evening. Following the dinner, the Virginia teachers will be hosts for open house and invite their convention guests to enjoy Virginia life, past and present.

On Friday and Saturday mornings, at eight o'clock, special breakfast meetings for other organizations and schools will be held. (Write to Elise Etheredge, Columbia High School, Columbia, South

Carolina, for arranging a breakfast.)

Departmental meetings will be held on Friday. Sightseeing tours in historic Richmond and to picturesque Williamsburg are planned for Thursday and Saturday. The annual banquet and dance will be held on Friday evening in the John Marshall's magnificent roof garden.

All convention activities will be held at the headquarters hotel, which has a generous number of double and single rooms, reasonably priced. Make your reservation at the John Marshall now for a Thanksgiving that will give you much more to be thankful for!

Officers elected for 1950-51 are: *president*—Elise Etheredge, Columbia High School, Columbia, South Carolina; *first vice-president*—Margaret Buchanan, Mississippi College for Women, Columbus; *second vice-president*—R. A. Evans, Evans College of Commerce, Gastonia, North Carolina; *secretary*—Frank M. Herndon, University of Mississippi, University; and *treasurer*—Harold Craver, Louisiana State University, Baton Rouge.

The state representatives are: *Alabama*—Mary Helen Dodson, Alabama Polytechnic Institute, Auburn; *Arkansas*—Joseph H. Clements, Arkansas State College, State College; *Florida*—Betty Weeks, High School, Miami; *Georgia*—Patsy Malcolm, Georgia State College for Women, Milledgeville; *Kentucky*—Vernon A. Musselman, University of Kentucky, Lexington; *Louisiana*—Gladys Peck, State Department of Education, Baton Rouge; *Mississippi*—Pauline Rawlings, Mississippi Southern College, Hattiesburg; *North Carolina*—Rowena Wellman, Woman's College, University of North Carolina, Greensboro; *South Carolina*—F. DeVere Smith, University of South Carolina, Columbia; *Tennessee*, —G. H. Parker, University of Tennessee, Knoxville; *Virginia*—Merle Landrum, Longwood College, Farmville; and *West Virginia*—Olive Parmenter, State Teachers College, West Liberty.

R. Norval Garrett, Southwestern Louisiana College, Hammond, is editor of MODERN BUSINESS EDUCATION.

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FBLA Forum



Chapters Organized Recently

California—Rosemead High School, Rosemead; and San Diego High School, San Diego.

Cuba—Colegio de las Antillas, Santa Clara, L. Villas.

Indiana—Jasper High School, Jasper.

Kansas—Hays High School, Hays.

Louisiana—Breaux Bridge High School, Breaux Bridge; Kisatchie High School, Kisatchie; Pollock High School, Pollock; and Thibodaux High School, Thibodaux.

Maryland—Franklin High School, Reisterstown.

Missouri—Central Missouri State College, Warrensburg.

Nevada—Las Vegas High School, Las Vegas.

New York—Bethlehem Central High School, Delmar.

North Carolina—Barber-Scotia College, Concord.

Ohio—Hamilton High School, Hamilton; and Springfield High School, Springfield.

South Carolina—Eau Claire High School, Columbia.

California State Chapter Organized

Delegates from fifteen high school FBLA chapters throughout California attended the FBLA State Convention on April 29, 1950. The state-sponsoring chapter at El Camino College, Los Angeles County, was host to chapter representatives and guests. This was the first state FBLA Convention in California and much credit is due the convention committee members, Mr. J. H. Martin, state sponsor, and Duke Walker, president of the El Camino FBLA Chapter.

"Leadership in Action" was the theme of the convention. One purpose of the state convention was to provide the opportunity for participation of young Americans who want such opportunities in organizations that will prepare them to assume adult responsibilities in adult organizations.

The morning session was devoted to activities designed primarily for familiarizing visiting high school representatives with the FBLA organization and to encourage the establishment of a chapter in their respective schools. Reports of chapter activities, projects, and progress were given by representatives of the chapters. The nominating committee submitted their recommendations for officers



FBLA chapter representatives were introduced at the mid-year meeting of the Southern Section of the California Business Education Association in Pasadena. The representatives are: (first row, left to right) Cynthia Kramer, Wilson High School, Long Beach; Marilyn Wolfe, High School, Alhambra; Aud Torneskog, High School, Rosemead; Charlene Hoagland, Union High School, Redondo; Maxine Schantzen, Union High School, Anaheim; (second row, left to right) La Vonne Heishusen, Union High School, Anaheim; Duke Walker, El Camino Junior College, El Camino; Don Norton, Chaffey College, Ontario; Standley Claussen, Union High School, Anaheim; and Barbara Delsigne, High School, Torrance.

at the morning meeting. A tour of the campus concluded the first session.

Mr. Walter E. Elieson, deputy regional director of the U. S. Department of Commerce, was guest speaker at the second session. Introductions of officers concluded the afternoon business session. Later in the afternoon, a meeting of the state officers was held in the state sponsor's home. The day's activities were concluded after an airflight and tour of the airport.

New Collegiate Chapter Formed

The Future Business Leaders of America sponsored an assembly program at which the charter, establishing a collegiate chapter of the FBLA at Salem (West Virginia) College, was presented to the college. The presentation address was made by Dr. S. O. Bond, President of Salem College. Dr. Bond commented on the good work of other organizations in

the school and then welcomed the FBLA chapter as a new organization on the campus. He presented the charter to Walter Lasobek who accepted it for the chapter.

Vice President Donald Varner gave a brief talk on the projects, objectives and activities of the chapter. Dean E. A. Elliott introduced the following officers of the chapter: president, Walter Lasobek; vice president, Donald Varner; secretary, Peggy Predmore; treasurer, Donald Christie; reporter, Mae Randolph. The faculty sponsors of the various projects are: Miss Alice Louise Smith, who is in charge of organization and programs; Mr. R. C. Journey, survey and occupations; and Miss Mary Ward and Mr. Leo J. Pilewski, social activities.

Following the program, the Salem chapter entertained the visiting business teachers and high school pupils in the college club room.



Officers of the Illinois State Chapter are: (front row, left to right) treasurer, Shirley Kubeck, Cicero; vice president, Carol Timmons, Monticello; president, Ed Eigenbrodt, Naperville; secretary, Margaret Conti, Benton; (back row, left to right) directors, Mary Koerner, Maywood; Rita Hinman, Bardolph; Doris Rake, Cicero; Jackie Davis, Centralia; and reporter, Barbara Redden, Decatur. With the officers is Mr. Robert Stickler, Maywood, state chairman, on the far right.

Illinois State Chapter Holds First Annual Meeting

BY BARBARA REDDEN

The first annual Illinois state convention of the Future Business Leaders of America was held in the Palm Room of the Abraham Lincoln Hotel at Springfield, Illinois, on Saturday, March 4. Ten high schools were represented by two or more delegates.

The general session was called to order by Mr. Robert Stickler, State FBLA chairman, Proviso Township High School, Maywood, Illinois. Ed Eigenbrodt of Naperville High School was acting chairman and Margaret Conti of Benton High School was acting secretary. First on the agenda was the ratification of the state constitution. Barbara Vaughn of Decatur read the proposed constitution which was written by the Monticello and Decatur chapters. Chester Moss of Bardolph Community High School submitted the recommendation of the nominating committee for officers.

After the introduction of state officers, reports of the club activities were given by members of the chapters.

The Naperville Chapter was recognized for the wonderful job of publishing the *ILLINOIS FUTURE BUSINESS LEADERS*. A tour to points of interest in Springfield included a visit to Lincoln's home and tomb. The members of the FBLA chapters in Illinois are grateful to the coordinators and sponsors for planning and directing the state convention.

Noblesville Chapter Makes Business Survey

BY ROSEMARY HAWORTH

The Noblesville (Indiana) Chapter of FBLA, which was organized in 1949, conducted an impressive initiation ceremony in the canteen of the high school. The chapter has ninety active members.

A survey of business opportunities in Noblesville, which would interest spring graduates in the field of business, is the major project selected by the group. The project shows the type of positions which will be open in secretarial and bookkeeping fields. It further reveals the essential qualities that office workers should possess in order to meet business standards of today.

The chapter participated in the state convention at Muncie this spring. It was honored last year by having two state officers chosen from the organization. Perry Jo Davis was elected first vice-president of the state organization and Pat Kitterman was elected secretary. The Noblesville chapter is sponsored by Miss Dorothy Drane, and assisted by Mr. Ernest Cortner and Miss Louise Hunter.

Officers of the chapter for the 1949-50 school term are: president, Naney Whitesell; vice president, Frank Kinzer; secretary, Deloris McAvoy; treasurer, Rowena Newton; and reporter, Rosemary Haworth.

Naperville Chapter Publishes State Paper

BY PAUL SCHWEIKERT

Members of the Naperville FBLA Chapter are proud of the rapid progress made since the charter was granted last May.

The chapter is not a large one, but it is well-organized and is functioning successfully. It has already undertaken the publication of the state FBLA paper, *THE ILLINOIS FUTURE BUSINESS LEADER*. Three issues are scheduled—December, February, and April.

Various articles which are sent in by the FBLA chapters in Illinois, and interesting information collected and compiled by the editor and reporters are included in the paper. The staff hopes to enlarge and improve the paper in the months ahead. It is also the staff's ambition to give the high schools throughout the state a clearer picture of the activities and work carried on by the Illinois FBLA chapters.

Ashland Chapter Publishes School Newspaper

BY ELSIE COAKLEY

A charter was granted to the Henry Clay High School, Ashland (Virginia) Chapter this year. Miss Ola Murray is the faculty sponsor.

One of the projects of the club is the publication of the school newspaper. The program committee is doing a good job in selecting and showing inspirational movies which have a business interest.

Officers of the chapter during the 1949-50 school year include: Ed Cox, president; Anne Merritt, first vice-president; Gaynell Lowry, second vice-president; Elsie Coakley, secretary; and Ann Mallory, treasurer. The club has an active membership of forty-one persons.

Index to Advertisers

| | |
|---|-----------|
| Dictaphone Corporation | 2nd Cover |
| Edison, Incorporated, Thomas A. | 42 |
| Gregg Publishing Company, The | 40 |
| Hadley Company, Charles R. | 41 |
| Heath and Company, D. C. | 36 |
| Household Finance Corporation | 38 |
| International Business Machines Corporation | 4 |
| Monroe Calculating Machine Company, Inc. | 39 |
| Pitman Publishing Corporation | 28 |
| Prentice-Hall, Inc. | 26 |
| Remington Rand, Inc. (Systems Div.) | 8 |
| Royal Typewriter Company, Inc. | 4th Cover |
| South-Western Publishing Co. | 46 |
| Underwood Corporation | 3rd Cover |

Index to Volume IV (October, 1949 to May, 1950)

Articles and Contributors

EDITOR'S NOTE: This is a condensed index of articles which appear in Volume IV of *Business Education Forum*. A complete index of Volume IV may be obtained by sending a stamped and self-addressed envelope to Hollis Guy, UBBA Executive Secretary, 1201 Sixteenth Street, N. W., Washington 6, D. C.

The index, a service to members and libraries, is prepared annually by Dr. Viola DuFain, Southern Illinois University, Carbondale.

AUDIO-VISUAL aids

- Clerical, film list, Louise K. Reynolds, Feb:33
Film selection guides, Dec:31
Law, business, audio-visual, Marion M. Morozzo, Feb:33
Office practice, introducing through use of slides, Sister Geraldine, D.C., Feb: 19
Salesmanship, film guide for the teaching of, William R. Blackler, Apr:30
Sound slide film projector, aid to effective teaching, Marguerite E. Waterman, Jan:33
Suggested lesson plan illustrating use of projection visual aid, Francis Donald Litzinger, Nov:33
Typewriting, How to show a motion picture in classroom, Priscilla M. Moulton, Jan:13

BASIC business

- Are you a one-fifth, a two-fifths, or a four-fifths teacher? Vernon A. Muselman, Oct:36
Character training techniques, Winifred West, Apr:32
Common ground — common problems, Warren G. Meyer, Mar:8
Guidance in basic business education, J. Frank Dame, Mar:15
Issue editors, Harold B. Gilbreth and Ray G. Price, Mar:7
Method for a methods course with suggestions for the classroom teacher, G. H. Parker, Mar:17
Our threefold responsibility, M. Bernadine Bell, Mar:32
Place of basic business education in the high school curriculum, Carlos K. Hayden, Dec:32
Resource file for basic business, William E. Jennings, Jan:34
Standards in basic business education, Harold Leith, Nov:35
Teaching young consumers through guided experience, Fred T. Wilhelms, Mar: 9
Their money's worth in basic business education, James W. Lloyd, May:33
What is happening to the ninth grade business course? Ramon P. Heimerl, Mar:20
What we say compared with what we do about basic business education, M. Herbert Freeman, Mar:12
Who should teach the basic business subjects? Donald Beattie, Feb:34

BOOK reviews

- Service editor, Jessie Graham, Associate editor, Hyla Snider, Oct:40, Nov:41, Dec:36, Jan:40, Feb:39, Mar:38, Apr: 39, May:37

BOOKKEEPING and accounting

- Adjusting and closing entries are different, E. R. Browning, Dec:18
All this—and bookkeeping, too! Arthur Blake, Jan:29
Bookkeeping in the core curriculum, E. C. McGill, Nov:31
Developing skills in preparing classified financial statements, Marguerite Caldwell, Mar:27
Eliminate copying in bookkeeping, Archie C. Thomas, Dec:27
Individualizing accounting instruction, Kenneth Lean, Dec:9
Integration of bookkeeping into the high school, E. C. McGill, Feb:29
Issue editors, Milton C. Olson and Fred C. Archer, Dec.
Itinerant bookkeeper, Andrew J. Horn, Oct: 31
Objectives in secondary school bookkeeping courses, Ernest A. Zelliot, May:27
Sabre-tooth bookkeeping and accounting, Hazel A. Flood, Dec:7
Simplifying beginning bookkeeping and accounting, Alfred W. Flowers, Dec: 11
Simplifying the language of bookkeeping, Henry Owen, Apr:29
Teaching adjusting and closing entries, Ples C. Masten, Dec:20
Teaching social security taxes in bookkeeping, H. M. Sherman, Dec:12
Teaching special column journals, Forrest L. Mayer, Dec:17
Using charts the first day in bookkeeping and accounting, Vernon V. Payne and Ray Farmer, Jan:19

BUSINESS English

- Bulletin board displays for use in teaching the business letter, Mary W. Webb, Jan:9

CLERICAL, general, and office machines

- Developing the voicescription skill, Leloy A. Brendel, Feb:17
Education for general clerical positions, Emma K. Felter, Feb:15
Educational assistance through the National Office Management Association, T. W. Kling, Feb:38
Employer's viewpoint, Catherine F. Boyle, Mar:29
General clerical — essential terminal preparation for business graduates, Irene Place, Feb:12
How much does it cost? Hamden L. Forkner, Feb:9
How one school district solved a three million dollar problem, R. L. Higginbotham, May:29

Introducing office practice through use of slides, Sister Geraldine, D. C., Feb: 19

Issue editors, Gertrude Roughsedge and Marion M. Lamb, Feb:7

Job analysis—its implications, Elsie Rose Prent, Jan:31

Let's make office practice practical, Mary E. Connelly, Dec:29

Office machines instruction of the present day, Gertrude Roughsedge, Feb:31

Office machines workshop for teachers, Kenneth N. Knight and Harold Howard, Nov:34

Office practice in the Chicago Public Schools, Mrs. E. C. Sidney, Oct: 33

Voice recorder as a teaching aid in shorthand, Irene Place and Frank Lanham, Oct:32

DISTRIBUTIVE occupations

- Film guide for the teaching of salesmanship, William R. Blackler, Apr:30
Forum salesmanship savings bank, Willard M. Thompson, Jan:37, Feb:36, Mar:35, April:34

Growth of cooperative training in business education, William R. Blackler, Nov:38

How to teach merchandise analysis, John W. Ernest, Apr:17

How to teach salesmanship, R. S. Knouse, Apr:19

Issue editors, William R. Blackler and John A. Beaumont, Apr:7

Retail salesmanship—Do we teach them how? Willard M. Thompson, Jan:36

Selected methods and techniques for distributive occupational training for adults, W. Maurice Baker, Apr:9

Selected methods and techniques for teaching cooperative part-time students, Lodie M. Clark, Apr:10

Teaching salesmanship, Duane E. Kirchoff, Apr:33

Work-experience laboratory in distributive occupations, Warren G. Meyer, Apr:12

You've got to tell to sell, William J. Josko, Oct:37

OFFICE standards and cooperation with business

Businessmen cooperate with business education, Theodore Yerian, May:9

Criteria for selecting equipment for the business department, John E. Whitcraft, May:20

Educational assistance, Feb:38

General clerical — essential terminal preparation for business graduates, Irene Place, Feb:12

How can we effectively develop personal traits for employability? Margaret E. Flounoy, May:35

How student organizations can contribute to standards in business education, Hamden L. Forkner, May:12

Issue editors, Erwin Keithley and Arthur S. Patrick, May

Noma studies office job requirements, II, Vera V. Green, Mar:36

Placement services can help determine standards, Philip B. Ashworth, May: 17

Production typing concepts, Esta Ross Stuart, Jan:27

Some ideas on cooperative business education, J. Frank Dame and Donald J. Tate, Apr:35

Student teacher and business standards, Ralph A. Masteller, Nov:39

Value of professional relations between NOMA and UBEA members, H. A. Wichert, May:23

What are the office standards in your community? Ruthetta Krause, Dec:34

SHORTHAND

Advisory criteria for selecting pupils for shorthand, Ralph P. Gallagher and Elizabeth N. Albert and Barbara Stryker, May:25

Analysis of the decisions made in transcribing a letter, Glen E. Murphy, Mar:23

Emerging philosophy of the teaching of shorthand, Helen Reynolds, Oct:11

Establishing positive reading habits in shorthand, Ruth L. Larson, Feb:23

Future shorthand teacher faces it, Virginia Marston, Oct:27

How to get the most out of repetitive shorthand, Esta Ross Stuart, Oct:13

Issue editors, Thelma Potter Boynton and Ann Brewington, Oct.

Out of class counts, too, Helen Hayes, Dec:23

Recent revisions in Pitman shorthand materials, Sherwood Friedman, Oct:24

Revision—a cooperative achievement, Ann Brewington, Oct:9

Setting standards and measuring progress in transcription by means of the ogive curve, Harry Huffman, Oct:17

Shorthand bulletin board, Ada Immel, Oct:32

Shorthand learning test, Anne Hammond, Apr:25

Two easy steps in learning shorthand, Viola DuFrain, Nov:27

Visual aid for shorthand speed, Gladys D. Roscoe, Dec:31

Writing speed of Gregg shorthand simplified, Louis A. Leslie and Charles E. Zoubek, Oct:21

TEACHER-EDUCATION

Ability, interests, and attitudes of high school seniors, Dora F. Capwell, Jan: 38

Achieving professional status for business teachers, T. M. Stinnett, Feb:43

Method for a methods course with suggestions for the classroom teacher, G. H. Parker, Mar:17

National Association of Business Teacher-Training Institutions, see Divisions in UBEA in Action, Nov-May:44

Some common goals for NABTTI, Dec: 39

Students are people, Emma McCrary, Jan:25

TEACHING aids

Bibliography of teaching aids in business education, Lewis R. Toll and Harlan S. Hosler, Jan:21

Bulletin board displays for use in teaching the business letter, Mary W. Webb, Jan:9

Issue editors, Harry Q. Packer and Lewis R. Toll, Jan.

Posterama tells the banking story, Harlan S. Hosler and Lewis R. Toll, Mar: 31

Projects to supplement your teaching, Dean R. Malsbary, Dec:14

Shorthand bulletin board, Ada Immel, Oct:32

Suggested lesson plan illustrating use of projectional visual aid, Francis Donald Litzinger, Nov:33

Using community resources in secretarial practice, Eleanor Tubbs, May: 31

Visual aid for shorthand speed, Gladys D. Roscoe, Dec:31

Voice recorder as a teaching aid in shorthand, Irene Place and Frank Lanham, Oct:32

TESTS

National business entrance tests, Nov: 48, Dec:40, Jan:32

Student's typewriting tests, Feb:28

Testing program advances, Cecil Puckett, Mar:45

TYPEWRITING

Basic skill for production typewriting, D. D. Lessenberry, Nov:9

Building typewriting skill and speed, Stella Willins, Feb:25

Carbon copy facts, Marion Wood, Nov: 29

Developing accuracy and speed concurrently in beginning typewriting, Sister Marie Edna Kennedy, O. P., Apr: 26

Developing production output in advanced typewriting, Mary E. Connally, Nov:15

How to get better results on production typewriting, S. J. Wanous, Nov:13

How to show a motion picture in the typewriting classroom, Priscilla M. Moulton, Jan:13

Issue editors, John L. Rowe and Dorothy Travis, Nov.

Materials arrangement for improved production in typewriting, Helen Reynolds and Anthony Lanza, Jan:15

Modern approach to keyboard learning, Leonard J. Weisberg, Oct:29

Prevention or cure—in typing! Frances Doub North, Mar:25

Production typing concepts, Esta Ross Stuart, Jan:27

Standards for grading in typewriting, Verner L. Dotson, Nov:19

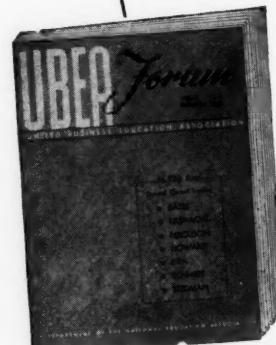
Timed writing simplified, Sister Mary Anton, R.S.M., May:26

Typewriting for the handicapped, Nina K. Richardson, Dec:25

What about typewriting production? Frank E. Liquori, Nov:23

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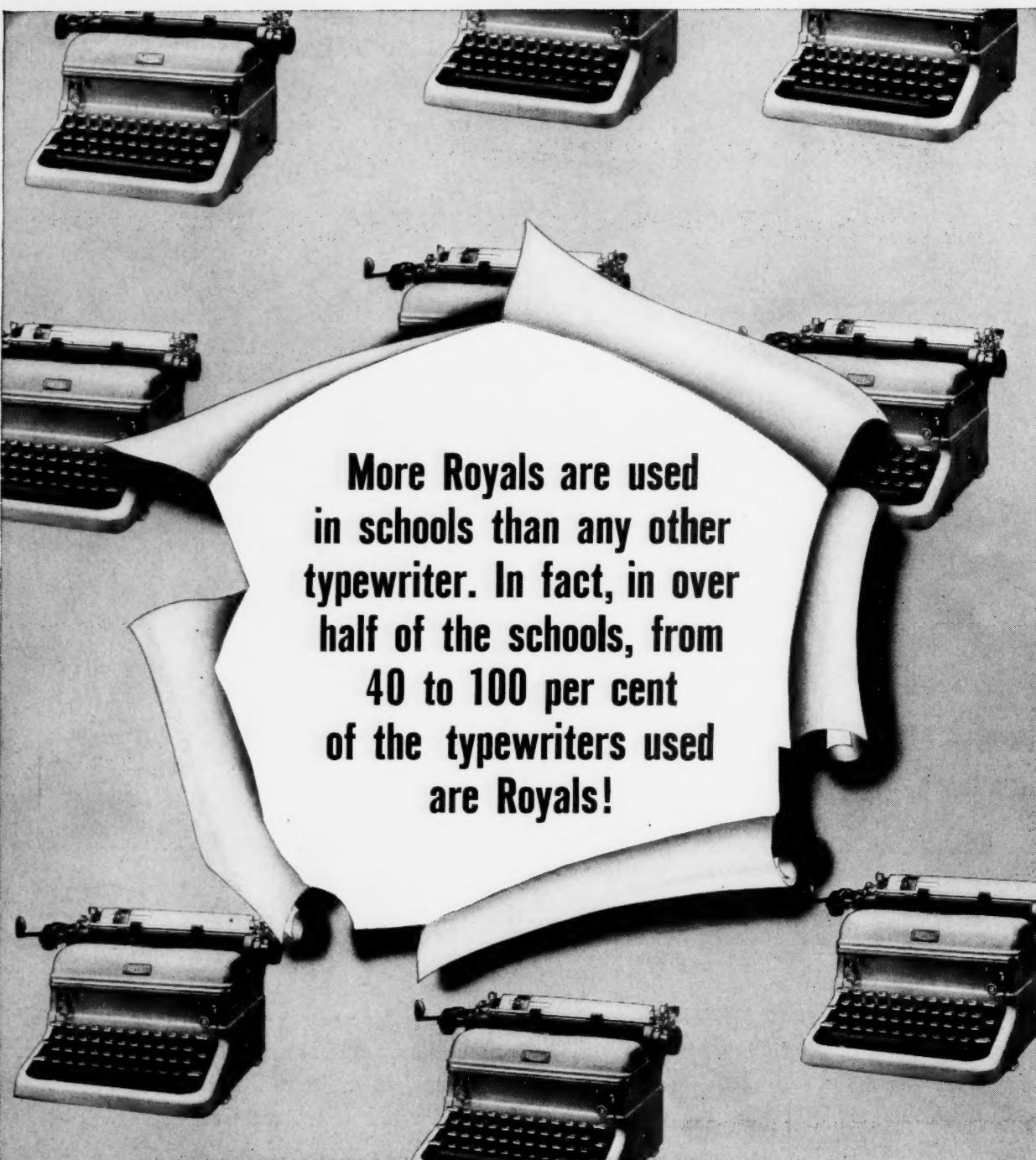
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